

**SUMMARY  
OF  
PROCEEDINGS**

*Thirty-sixth Annual Conference*

*of the*

**AMERICAN THEOLOGICAL  
LIBRARY ASSOCIATION**

Toronto School of Theology  
Toronto, Ontario  
June 21-25, 1982

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Betty O'Brien, Editor

AMERICAN THEOLOGICAL LIBRARY ASSOCIATION  
Chicago, IL 60637

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5600 S. Woodlawn Avenue  
Chicago, IL 60637

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**ATLA Organizational Directory, 1982-83**  
**Board of Directors**

**President:** Robert Dvorak, Gordon-Conwell Theological Seminary, South Hampton, MA 01982

**Vice-President:** Mrs. B.D. (Martha) Aycock, Union Theological Seminary, 3401 Brook Rd., Richmond, VA 23227.

**Executive Secretary:** Albert E. Hurd, Office of the Executive Secretary, 5600 S. Woodlawn Ave., Chicago, IL 60637.

**Treasurer:** Robert A. Olsen, Jr., Brite Divinity School, Texas Christian University, Fort Worth, TX 76129.

**Member-at-Large:** James Dunkly, Nashotah House, Nashotah, WI 53058.

**Member-at-Large:** Roberta Hamburger, Graduate Seminary Library, Phillips University, Box 2218, University Station, Enid, OK 73701.

**Member-at-Large:** Lawrence H. Hill, OSB., St. Vincent College Library, Latrobe, PA 15650.

**Member-at-Large:** Betty O'Brien, 7818 Lockport Blvd., Dayton, OH 45459.

**Member-at-Large:** Dorothy Parks, Vanderbilt University Divinity School, 419 21st Ave., South, Nashville, TN 37203.

**Member-at-Large:** Richard Spoor, Union Theological Seminary, Broadway at 120th Street, New York, NY 10027.

**Past President:** Jerry D. Campbell, Bridwell Library, Perkins School of Theology, Southern Methodist University, Dallas, TX 75275.

**Editor of the Newsletter:** Donn Michael Farris, Divinity School Library, Duke University, Durham, NC 27706.

**Representative of the ATLA Board of Microtext:**  
Charles Willard, Princeton Theological Seminary,  
P.O. Box 111, Princeton, NJ 08540.

**Representative of the ATLA Index Board:** R. Grant  
Bracewell, Emmanuel College, Victoria University,  
75 Queen's Park, Toronto, Ontario, Canada M5S  
1K7.

**Representative of the Association of Theological  
Schools in the United States and Canada:** David  
Schuller, ATS, P.O. Box 130, Vandalia, OH 45377.

**Secretary to the Board of Directors:** Joyce L. Far-  
ris, William R. Perkins Library, Duke University,  
Durham, NC 27706.



## **Boards, Committees and Other Standing Appointments**

**Archivist:** Gerald W. Gillette, Presbyterian Historical Society, 425 Lombard Street, Philadelphia, PA 19147.

**Bibliographic Systems:** Elizabeth Flynn, Chair, Graduate Theological Union, 2400 Ridge Road, Berkeley, CA 94709.

Leo Tibesar  
Richard Mintel  
Russell Pollard

**Collection Evaluation and Development:** Donald Vorp, Chair, Jesuit-Krauss-McCormick Library, 1100 E. 55th St., Chicago, IL 60615.

Anne-Marie Salgat  
Terry Martin

**Index Board:** R. Grant Bracewell, Chair, Emmanuel College Library, 75 Queen's Park, Toronto, Ontario, Canada M5S 1K7.

Edgar Krentz  
Martha Aycock  
Inez Sperr  
Peter VandenBerge

**Board of Microtext:** Charles Willard, Executive Secretary, Speer Library, Princeton Theological Seminary, Princeton, NJ 08540.

Maria Grossmann, Chair, Andover-Harvard Theological Library, 45 Francis Ave., Cambridge, MA 02138.

Pamela Darling  
Ronald Deering  
Dorothy Thomason  
Earle Hilgert

**ATLA Newsletter:** Donn Michael Farris, Editor, Divinity School Library, Duke University, Durham, NC 27706.

**Nominating:** John Sayre, Chair, Graduate Seminary, Phillips University, Box 2218, University Station, Enid, OK 73701.

**ATLA Proceedings:** Betty O'Brien, Editor, 7818 Lockport Blvd., Dayton, OH 45459.

**Program:** Erich Schultz, Chair, University Librarian, Wilfrid Laurier University, Waterloo, Ontario, Canada, N2L 3C5.  
Michael Boddy  
Sara Mobley

**Publication:** Betty O'Brien, Chair, 7818 Lockport Blvd., Dayton, OH 45459.  
James Deffenbaugh  
Kenneth Rowe, ex-officio  
James Dunkley

**Readers Services:** Norman Desmaris, Chair, 3104 Harview Avenue, Baltimore, MD 21234.  
William Harris  
Seth Kasten

**Statistician:** David E. Green, General Theological Seminary, 175 Ninth Avenue, New York, NY 10011.

**Advisory Committee for the Preservation of Monographs:** Doralyn Hickey, Chair, School of Library and Information Science, North Texas State University, Denton, TX 76203.

Andrew Scrimgeour  
Ronald Deering  
Paul Mosher  
John Wilson  
Albert Raboteau  
Claude Welch (ATS)  
Richard Spoor, ex-officio--ATLA Board  
Charles Willard, ex-officio--Board of Microtext

**Task Force on Preservation of Monographs:** Andrew Scrimgeour, Chair, Iliff School of Theology, 2233 South University Blvd., Denver, CO 80210.  
Richard Spoor  
Charles Willard

**Relationships with Learned Societies:** Andrew Scrimgeour, Chair, Iliff School of Theology, 2233 South University Blvd., Denver CO 80210.  
Donald Vorp  
Charles Willard

**Ad Hoc Committee for Oral History:** Patricia Baker-Batsel, Gerald W. Gillette, Alice Kendrick, John Sayre.

**Reporter to Newsletter on Systems and Standards:** Doralyn Hickey, Reporter, School of Library and Information Science, North Texas State University, Denton, TX 76203.

**ATLA Representative to ANSI Z39:** Warren Kissinger, 6309 Queen's Chapel Road, Hyattsville, MD 20782.

**ATLA Representative to the Council of National Library and Information Association (CNLIA):** James Irvine, Princeton Theological Seminary, P.O. Box 111, Princeton, NJ 08540.  
Albert E. Hurd, ex-officio

## Program

### American Theological Library Association

### Thirty - Sixth Annual Conference

Toronto School of Theology -- University of Toronto

June 21 - 25, 1982

#### SUNDAY, JUNE 20

3:30 Board of Directors

#### MONDAY, JUNE 21

9:00-5:00 Board of Directors  
Standing Committees

2:00-9:00 Registration

5:30-6:30 Dinner

7:30-9:30 Reception

#### TUESDAY, JUNE 22

9:00-9:45 Opening Plenary Session  
Jerry Campbell, President, presiding  
Welcome:  
Grant Bracewell,  
Library Coordinator of TST,  
Host Art Wood, Registrar of  
TST (for Director of TST)  
Greetings from the University of  
Totonto Library  
Introduction of New Members  
and Summary of Registration  
Teller's Report  
Committee Appointments  
Program Orientation  
Announcements

9:45-10:15 Coffee

10:15-12:00 Workshop Sessions

1. "Oral History for Theological Collections"  
Robert Dvorak, Vice-President, presiding  
- Alice Kendrick,  
Lutheran Council in the U.S.A.  
- Gerald Gillette,  
Presbyterian Historical Soc.  
- Dr. & Mrs. Raymond Morris, Guests
2. "Reference Collection Development"  
Donald Vorp, presiding  
- Collection Evaluation and Development  
Standing Committee
3. "Library Technologies: New States of the Art"  
Elvire Hilgert, presiding  
- Keith Russell,  
Council on Library Resources
4. "Defining Goals for Bibliographic Instruction"  
Sara Mobley, presiding  
- Patricia Berge, University of Wisconsin-Parkside

12:15-1:15 Lunch

1:45-5:00 Workshop Sessions (continuation)

3:00-3:30 Coffee

5:00-5:30 Chapel  
Rev. John Hurd,  
Prof. of New Testament,  
Trinity College, TST  
(Organist: Paul Petersen)

6:30 Transit to Toronto Harbour

7:30-10:00 "Trillium" Cruise and Buffet Dinner

WEDNESDAY, JUNE 23

- 9:00-10:00 "A Poor Man's Legacy: The Bibliography of Franciscan Spirituality"  
Fr. Simeon Daly, presiding  
- Fr. Cyprian J. Lynch, O.F.M.,  
St. Bonaventure University
- 10:00-10:30 Coffee
- 10:30-11:00 "Continuing Education in ATLA: New Directions for Person and Profession"  
Mrs. L. Hassell, Wycliff College, TST, presiding.  
- Prof. Laurent-G. Denis,  
Faculty of Library Science,  
University of Toronto
- 11:30-12:00 Business Session I  
Jerry Campbell, presiding  
Reports:  
Executive Secretary - Al Hurd  
Treasurer - Robert Olsen  
Statistician - David Green  
Index Board - Grant Bracewell  
Board of Microtext - Charles Willard  
Archivist - Gerald W. Gillette  
Representative for Contacts with  
Foundations - John D. Baker-Batsel  
Library Consultation Program  
- John B. Trotti  
Representative to Council of National  
Library and Information Associations  
- James S. Irvine  
Representative to ANSI Z39  
- Warren Kissinger  
Ad Hoc Committee for Development  
of Consultation Project  
- Simeon Daly and Ernest White  
Ad Hoc Committee for Oral History  
- Alice Kendrick  
Ad Hoc Committee for Relationships  
With Learned Societies  
- Andrew Scrimgeour

- 12:00-1:15 Lunch
- 1:45-2:45 "ATLA Board of Microtext: the First  
Twenty-five Years"  
Charles Willard, presiding  
- Dr. & Mrs. Raymond Morris, Guests
- 2:45-3:15 Coffee and Cake Celebration
- 3:15-4:00 Report to the Membership on ATLA  
Reorganization and Presentation of  
Program Committee  
Simeon Daly and Robert Dvorak,  
presiding
- 4:00-5:00 Meetings of Standing Committees,  
Boards and Official Bodies
- 5:00-5:30 Chapel

THURSDAY, JUNE 24

- 8:15-8:45 Chapel  
"The Kathryn Koob Experience"  
Luthern World Ministries
- 9:00-9:45 Summary Reports and Recommendations  
from Workshop Sessions  
Robert Dvorak, presiding
- 9:45-10:00 Presidential Address - Jerry Campbell  
Sara Lyons, presiding
- 10:15-10:45 Coffee
- 10:45-11:15 Business Session II  
Jerry Campbell, presiding  
Standing Committee Reports:  
Annual Conferences (Final Report)  
- Lawrence Hill  
Bibliographic Systems  
- Elizabeth Flynn  
Collection Evaluation and Development  
- Donald Vorp  
Library Materials Exchange  
(Final Report) - Roger Williams  
Membership (Final Report)

10:45-11:15 Business Session II (continued)

- Kay Stockdale  
Nominating - Rosalyn Lewis  
Publication - Earle Hilgart  
Reader Services - Sara Mobley

Other Business

11:15-12:00 Denominational Meetings

12:15-1:15 Lunch

1:45-3:00 ATS-ATLA Theological Library  
Project 2000  
Stephen Peterson, presiding

3:00-3:30 Coffee

3:30-4:30 Optional Tours

1. John P. Robarts Library
2. University of Toronto Press

6:30-7:30 Reception

7:30 Banquet Jerry Campbell, presiding  
Dr. Iain G. Nicol, Speaker  
(Director, Toronto School of  
Theology)

FRIDAY, JUNE 25

7:30-8:30 Breakfast

9:00- Meetings of Board of Directors, and  
Standing Committee Personnel

HOST LIBRARIANS:

Rev. Grant Bracewell	Library Coordinator, TST, and Emmanuel College Librarian (Victoria University)
Rev. Robert Brandeis	St. Michael's College Librarian



HOST LIBRARIANS (continued):

Mrs. Anna Burgess	Knox College Librarian
Sr. Madeline Connolly	St. Augustine's Seminary Librarian
Mrs. Linda Corman	Trinity College Librarian
Fr. Don Finlay	Pontifical Institute for Mediaeval Studies (SMC) Librarian
Mrs. Lorna Hassell	Wycliff College Librarian
Fr. Vincent MacKenzie	Regis College Librarian

## Welcome to the Toronto School of Theology

The Toronto School of Theology is a federation of seven theological colleges in Toronto. It is comprised of: Emmanuel College of Victoria University; Knox College; Regis College; St. Augustine's Seminary; The Faculty of Theology of St. Michael's College; The Faculty of Divinity of Trinity College; and Wycliffe College.

Under contracts between the Toronto School of Theology and the University of Toronto the degrees received by most of the students of the Toronto School of Theology are conjointly awarded by the member college and the University of Toronto. In addition to the full members, the McMaster Divinity College (a Baptist college) at McMaster University in Hamilton, Ontario, is an Associate Member of the Toronto School of Theology. Four of the TST members are independent theological colleges, three of these are affiliated with and conjointly award degrees with the University of Toronto, one is not affiliated with the University of Toronto (except through TST) and its degrees are awarded by St. Paul's in Ottawa. The other three members are colleges or faculties of theology that are federated universities in the University of Toronto. In the federated colleges the arts students receive U of T undergraduate degrees and the theological degrees are conjointly awarded.

This complicated arrangement means that each individual college or theological faculty has its own identity and has an identity within the Toronto School of Theology and also within the University of Toronto.

The Toronto School of Theology began its joint programs at the basic degree level in the academic year 1969-70, and continued the Graduate School of Theological Studies (established in 1944) through its division of Advanced Degree studies. The Doctor of Ministry program has been initiated by this division since the establishment of TST.

TST was legally incorporated in April, 1970. This federated association is fully accredited by the

Association of Theological Schools in the United States and Canada and is the largest and leading ecumenical centre for theological education in Canada.

TST is governed by a Board of Trustees made up of representatives from its administrative officers, its faculty and students, the University of Toronto and the wider community. The Basic and Advanced Degree Programmes are administered by their respective Councils. TST students are represented at all levels within the TST structure, and maintain their own active student organizations.

Each course at TST is offered either through one of the four major departments (Biblical, Historical, Pastoral and Theological) or the Field Education Programme. The departments determine goals, approve courses and coordinate curricular development among the seven colleges.

Some notes about our member colleges:

Emmanuel College was established in 1928, following the formation of the United Church of Canada in 1925. Emmanuel College is the amalgamation of the Faculty of Theology of Victoria University and Union College, which was the name of the faculty and students of Knox College from 1926 to 1928. Victoria University was founded in 1836 by the Wesleyan Methodists in Canada at Cobourg, Ontario, under a royal charter granted by King William IV. Its purpose was to provide higher education without imposing any religious tests and was opened to students of all denominations. From its beginning as an educational institution it contributed to the education of the early Methodist clergy and in 1871 a Faculty of Theology was formally organized. In 1892 Victoria University became a federated member of the University of Toronto and moved from Cobourg to Toronto. With federation the Law and Medicine faculties were amalgamated with the respective faculties of the University of Toronto. As is noted elsewhere, Knox college was founded in 1844 under a Synod of the Free Church which had the name Presbyterian Church of Canada. Prior to that date the Presbyterian College of Ontario was Queen's College in Kingston which began providing theological education in 1841. As

that college had remained in the Church of Scotland, the Free Church Synod established Knox (Queen's University continues to have a theological college which is a theological college of the United Church of Canada).

In 1926 when the property of the Presbyterian Church in Canada was apportioned following the formation of the United Church of Canada, the Ontario legislature awarded Knox College its name, charter and assets, to the Presbyterian congregations who did not concur with the Union. The Members of the college who entered the United Church of Canada, which included the entire Board and Faculty and 80% of the student body, were known as Union College from that date until the formation of Emmanuel College in 1928. Emmanuel College is one of the theological colleges of the United Church of Canada.

Emmanuel College is a charter member of what is now the Association of Theological Schools in the United States and Canada and was a charter member of the Toronto Graduate School of Theological Studies. The college has actively contributed to the ecumenical education of the Toronto campus since the founding of TGSTS and continued as a full member of TST since its incorporation.

The Library of Emmanuel College is part of the Victoria University Library and its collection of 50,725 volumes focuses on the materials for the support of theological education. The materials of general arts collection are in the E.J. Pratt Library which also houses the collections of the Reformaton and Renaissance Studies Centre. Adjoining Emmanuel College is the first library of Victoria University which houses the Archives of the United Church of Canada. The Richard Green and Wesleyana collections of Emmanuel College Library are presently housed in the United Church Archives stacks.

Knox College was founded in 1844 as a college of the Free Church of Scotland in Canada. The Presbyterian churches achieved a number of unions which culminated in the formation of the Presbyterian Church in Canada in 1875. It is the oldest independent college now affiliated with the University of

Toronto and was moved to the present site on the campus with the dedication of the present buildings in 1915. The present buildings were built under the guidance and leadership of Principal Gandier.

The library of the college is the Caven Library, named after William Caven who was Principal of the college from 1873 to 1904. It houses approximately 66,000 books including a 4,000 volume rare book collection dating back to the incunabula period. In addition, the Archives of the Presbyterian Church in Canada are located in the college.

Regis College was established in 1943 as a Theologate of the Jesuit Fathers of Upper Canada. At the time of its founding it was known as the Jesuit Seminary and was located at 403 Wellington Street W. In 1961 the name Regis College was adopted and the college moved to a beautiful building and campus at 3425 Bayview Avenue at the northern boundary of Metropolitan Toronto. In 1969 Regis College became a fully participating member of the newly established Toronto School of Theology and in 1970 Regis College became a fully accredited member of ATS. In 1976 Regis College established an Academic Centre and Library at 15 St. Mary Street, which is its present location. Since that date a further building has been acquired and renovated next door to the first building. The building at the Bayview site was sold to the Ontario Bible College and Seminary.

The general collection of the Regis College Library totals 86,000 volumes. Special collections at Regis College Library include the Lonergan Centre which contains a complete collection of all of Bernard Lonergan's writings, both published and unpublished, as well as all available tape recordings of his work and critical studies of his thought. The collection also includes his personal papers collected over 40 years of academic life, many of which were spent at Regis College.

St. Augustine's Seminary was founded in 1913 and the present library was built in 1964. The seminary is sponsored by the Roman Catholic Archdiocese of Toronto. St. Augustine's is affiliated with St. Paul's University of Ottawa, Ontario, and since 1969

has been a member of the Toronto School of Theology. St. Augustine's Seminary is located in Scarborough and enables TST students living in the eastern suburbs to avail themselves of the services of the library and we are of service to the priests of the diocese as well.

St. Michael's College was founded by the Basilian Fathers of Annonay who began secondary and post-secondary work in Toronto in 1852. In the same year St. Mary's lesser Seminary was also founded. Within six months the two institutions became one named St. Michael's College, a classical college staffed by Basilians. St. Michael's College was incorporated by Act of the Legislature of Canada (West) in 1855 for "all Classical studies" but was not granted university status. St. Michael's College became affiliated with the University of Toronto in 1881. It was the first of the present federated colleges to enter into a formal relationship with the University of Toronto. In 1911 St. Michael's College became a federated Arts College in the University of Toronto. The Ontario Legislature granted degree granting privileges in theology to St. Michael's, and in 1958 St. Michael's College was given full University status with the official name of the University of St. Michael's College. Like the other federated colleges its functional relationship to the central university is governed by the provisions of the Memorandum of Understanding of 1974. St. Basil's Seminary, the theological seminary associated with St. Michael's was founded in 1894. Its programs are known as the Faculty of Theology - Basic Degree Division of the University of St. Michael's College, and the degrees are awarded conjointly with the University of Toronto.

A graduate program in theology at St. Michael's was begun in 1962 and this program entered into the Toronto Graduate School of Theological Studies in 1966 and continued in its successor, the Toronto School of Theology in 1969.

In 1969 St. Michael's established the Institute of Christian Thought which evolved into the Faculty of Theology, Advanced Degree Division, in 1979. The M.A. and Ph. D. programs of the Advanced Degree pro-

grams at St. Michael's were not included in the Memorandum providing for the conjoint conferring of theological degrees between the member colleges and the University of Toronto in 1979.

The Institute of Mediaeval Studies was founded by St. Michael's College in 1929 under the initiative of Etienne Gilson and it has had a number of world renowned scholars associated with it during its history. In 1939 the Institute became a Pontifical Institute. The Institute now works in close relationship to the University of Toronto's Centre for Mediaeval Studies, which was established in 1963. The Library of PIMS is a primary resource for both of these programs.

Each part of St. Michael's had its own library. In 1969 a new building was opened at 113 St. Joseph, one of the best planned library facilities on the Toronto campus, and into this new facility the libraries of St. Michael's College were moved. The Pontifical Institute of Mediaeval Studies is housed on the fourth floor of the library and contains 64,000 volumes. The St. Basil's Seminary and St. Michael's College libraries were integrated into a single library collection which now contains approximately 172,000 volumes. This collection includes some specialized collections such as the Counter Reformation Collection which is one of the most comprehensive collections in North America, and outstanding collections of the works of John Henry Newman and G.K. Chesterton. In recognition of the long standing service to St. Michael's and the University of Toronto by Father John M. Kelly, who is now the past President of St. Michael's, this library was officially named the John M. Kelly Library in 1978.

Trinity College was founded by The Right Reverend John Strachan, first Anglican Bishop of Toronto, who founded King's College in 1827. This college subsequently became a government or secular college and is the foundation of the University of Toronto. Subsequently Bishop Strachan founded Trinity College as an independent University with Provincial Charter granted in 1851. Its first location was on Queen Street West where it began its service to higher education in Ontario on January 15, 1852. Later that

year a Royal Charter was granted to the college by Queen Victoria. From the beginning the college included a Faculty of Arts and a Faculty of Divinity. It has also had during its career a Faculty of medicine which was amalgamated with the Faculty of Medicine of the University of Toronto in 1903. The University of Trinity College also has offered courses and degrees in Law, Music, Dentistry and Pharmacy. In 1904 Trinity became federated with the University of Toronto. Trinity's Faculty of Divinity is one of two Anglican Divinity schools in Canada that are accredited by the Association of Theological Schools in the United States and Canada. Trinity College began work at its present site on the St. George campus of the University of Toronto in 1925.

The library of Trinity College is located in the two lower levels of the administration building at 6 Hoskin Avenue, and is a general college library for Arts and Theology and includes 110,000 volumes. Its special collections include books from the library of Bishop Strachan and the S.P.C.K. collection.

Wycliffe College was founded in 1877 under the name Protestant Episcopal Divinity School. In 1891 the school moved to its present location and its name was changed to Wycliffe College. It is an independent affiliated college in the University of Toronto and its focus is devoted to evangelical Anglicanism.

The building housing the library of Wycliffe College was erected in 1930 as a gift from Colonel R.W. Leonard of St. Catherines and the Library now occupies most of this building. Wycliffe College became a fully accredited member of ATS in 1978. The Library contains more than 33,000 volumes and is entirely focused on the materials to support theological studies.



**American Theological Library Association Minutes  
Toronto, Ontario  
June 22-24, 1982**

**FIRST GENERAL SESSION, 11:30 a.m., June 23.**

President Jerry Campbell called the meeting to order.

It was announced that Paul Roten would serve as parliamentarian.

Various reports had been distributed to the membership prior to the opening of the business session. President Campbell presented the following reports for approval by the membership at this time:

- (1) Executive Secretary: Albert Hurd. This included changes to the By-laws, articles 12.3.2, 13.3.2,, and 5.6.
- (2) Index Board: Grant Bracewell.
- (3) Board of Microtext: Charles Willard.
- (4) Library Consultation Program: John B. Trotti.
- (5) Statistician: David Green. David Wartluft commented that this report needed to have added to it on p. 5 of the supplemental material the number of microform units per student. James Pakala commented that there appeared to be a lack of clarity in the use of the term "FTE." He requested that the term be used with a uniform definition, or that the intended definition be provided with each use of the term.

Approval of these reports, including the changes in the By-laws, was unanimous.

President Campbell informed the membership that there were two items which would not be presented for approval because they represent older statements,

i.e., the Ad Hoc Committee for Oral History, and the Ad Hoc Committee for Development of the Consultation Project.

John Baker-Batsel then presented an oral report as the ATLA Representative for Contacts with Foundations: Vining Davis still has active before it the ATLA proposal for consultant training. The Luce Foundation was not interested in participating in the preservation project, but their representative said he thought the project was tremendous. He also said he might consider a proposal for establishing a paid Executive Secretary's office if a volunteer could not be found to fill that office. At the conclusion of this business session, Mr. Baker-Batsel's duties as representative passed to the office of Executive Secretary.

Doralyn Hickey next gave an oral statement of the report of the Steering Committee on the Preservation of Theological Materials. Three projects were recommended in this report and are being considered by the Board of Directors. Project 1 is the Coordination of Preservation Efforts in Denominational Archives and Special Theological Collections. Project 2 is the Preservation of Theological Serials. Project 3 is the Preservation of Theological Monographs.

The Steering Committee has been approved for another year to act as a supervisory body for the third project. The Board of Directors has approved the task force recommended in the proposal for Project 3, to develop a promotional package for the project, and to develop a basic structure for a cooperative program for the preservation of materials. Seminary participation will not be sufficient to fund the project, so outside grants will be sought to support it. It is hoped that the promotional package will be ready by next summer.

Project 1 has been referred to the Collection Evaluation and Development Committee, and any study group which is formed will be under the auspices of that Committee. Project 2 has been referred to the Board of Microtext with instructions to discuss the matter and report their views to the Board of Direc-

tors. A task force for Project 3 has been established and further implementation will wait on their report to the Board of Directors. The task force was recommended by the Steering Committee and consists of Richard Spoor, Charles Willard, and Andrew Scrimgeour, Chair.

Approval of this report was unanimous.

**Treasurer's Report:** Robert Olsen

The annual audit by the CPA was distributed and reviewed. Mr. Olsen called special attention to the interest item, the general receipts, microfilming disbursement, total disbursements from the General Fund, and equity balances at the end of the fiscal year. James Else inquired what the auditor had said about the possibility of capitalizaion of inventories (equipment, indexes, microfilms, etc.). Mr. Olsen replied that that inquiry had not been made. Mr. Olsen also reported that the CPA had advised that the Association try to maintain in the equity balance a general fund equal to one year's budget.

Approval of this report was unanimous.

Mr. Olsen then presented the proposed budget for 1982/1983. He reviewed changes from last year's budget and called attention especially to the Proceedings item, and the committee expense item under the Board item. Six standing committees are being given a greater financial basis from which they can operate and launch programs to benefit the Association. A correction should be made on p. 1: After "Miscellaneous" there should be a line item called "Undesignated Reserves." For this budget there is nothing, but for 1981/82, \$1,680 was budgeted and we actually spent \$1,007.

Approval of this report was unanimous.

The first business session was adjourned at 12:12 p.m.

SECOND GENERAL SESSION. 10:45 a.m., June 24.

President Campbell presented a proposal to support a motion to grant Joy Wartluft lifetime honorary membership in the Association.

Approval of this motion was unanimous.

Moved, by Grant Bracewell, that, as Miss Fay Dickerson will bring to an end, on January 31, 1983, twenty-two years of service to the ATLA Indexes, the appreciation and gratitude of the American Theological Library Association for these services be recorded in the Association minutes and that the President be requested to express in writing this appreciation to Miss Dickerson on behalf of the Association. The motion was seconded.

Approval of this motion was unanimous.

**Archivist's Report: Gerald Gillette**

The Archivist has received 47 boxes and packages of material from members who have served the Association. Forty of these have been processed to date. The others should be completed by the end of the summer. Mr. Gillette has a guide to the material which has been completed. He requested that any persons who have such papers or photographs should send these to him.

Approval of this report was unanimous.

President Campbell presented the following reports for approval as final reports, the functions of these committees hereby passing to the office of the Executive Secretary:

- (1) Library Materials Exchange - Roger Williams
- (2) Membership - Kay Stockdale. Mr. Hurd noted that corrections were needed to this report: At the end of the first and last paragraphs, "Executive Director" should be corrected to read "Executive Secretary."

In the paragraph immediately after the table, "One-sixth" should be corrected to read "One-twelfth."

- (3) Annual conferences - Lawrence Hill. ATLA is planning to hold its 38th annual conference at Western Theological Seminary in Holland, Michigan, on June 18-23, 1984, at the invitation of Norman Kansfield. We have accepted an invitation from Arthur Jones to hold the 39th annual conference at Drew University in Madison, New Jersey, on June 24-28, 1985.

Moved and seconded to receive these as final reports. Approved unanimously.

#### **Standing Committee Reports:**

- (1) Publication - Earle Hilgert. As an addendum to this report it was announced that Betty O'Brien had accepted responsibility as Editor of the 1982 Proceedings. There is a deadline for materials to be submitted to her: August 1, 1982. It will be the responsibility of the contributors to see that material for publication is in her hands by that date. Mrs. O'Brien's address is: St. Leonard's Friary, 8100 Clys Road, Dayton, Ohio 45459.
- (2) Bibliographic Systems - Elizabeth Flynn. Warren Kissinger has provided copies of a draft document which the Library of Congress has been working on, relating to subject subdivisions of Catholic Church. These refer not only to Catholic church per se but also to Catholic church as a pattern for all churches. The last two pages are footnotes to be used with the preceding subdivisions.

Approval of these reports was unanimous.

President Campbell requested comments on the way in which the reports had been dealt with in the business sessions this year. He explained that the

attempt was to expedite the meetings and acceptance of reports. He asked that members let the officers of the Association know whether or not this had been satisfactory.

Two comments were received immediately: 1) It would be good to have the reports presented in sequence so the members did not have to find them as they were put forward; and 2) it would be helpful for the members to have the reports at least one day in advance so they could be read before they must be approved.

Adjournment took place at 11:12 a.m.

Respectfully submitted,

Joyce L. Farris  
Recording Secretary

## Report of the Executive Secretary

The last six months of my work for the Association have involved the establishment of a new office at the ATLA Indexes Offices in Chicago. This arrangement with the Board of Index is from my perspective working well for the Association. I have worked out arrangements with Index staff for secretarial support and other office services which are reimbursed on a monthly basis.

We have experienced very little confusion with members by using the same address for two different Association functions.

It is my expectation that this arrangement can continue during my tenure as Executive Secretary. During this period considerable time has been spent on the maintenance of membership records, correspondence with prospective members, new members, and Association business.

With the assistance of Index staff, I have assumed responsibility for updating the computer files of ATLA members. Currently, we are working toward some program modifications so that a membership file maintained by the computer will indicate when members have paid.

In December I requested of a number of professional library journals that they run in their calendars a notification of the ATLA Annual Conference. The notice of the ATLA Annual Conference appeared in Library Journal, American Libraries, Wilson Library Bulletin, Catholic Library World, and the ACRL News. The Conference information appeared in the April 7 Chronicle of Higher Education. This effort resulted in eight inquiries for Conference registration/program materials by 6-6-82. This is not a significant number, given the number of places and times the Conference notification appeared in the various calendars. ATLA membership brochures and letters of invitation were sent to those inquiring about the conference.

During March I attended both the meetings of the Microtext and Index Boards. This participation continues to be helpful to the Executive Secretary in interpreting the work of these Boards to the Association and others. I think the ATLA Board would benefit too from having copies of the Boards' minutes, budgets, and financial reports as supplementary information to the respective Boards' reports in January and June.

The mailing of dues notices and ballots was done on the time schedules established by the Board, By-laws, and the former Executive Secretary. Dues invoices were redesigned this year; to date, the receipt of 1982-83 dues has been good. However, we still spend too much time collecting past due membership dues because of our extended period of collection. I have recommended a By-law change that may address this problem.

The Teller's Committee Report, done by Mr. Tim Erdel, is excellent and I think requires further discussion by the Board. The results of the election of officers was reported to the officers and board members as well as to those who were on the ballot.

Albert E. Hurd



## Report of the Index Board

On March 15, 1962, Fay Dickerson began work with the Index to Religious and Periodical Literature. On January 30, 1983, (as announced to the membership in the Newsletter, v. 29, no. 3, February 13, 1982) she will bring to an end her years of service to the Index. In the twenty years that she has been Editor of the Index the Index to Religious and Periodical Literature has grown into a much larger indexing and abstracting service and now includes Religion Index One, Religion Index Two, Research in Ministry, Religion Index Thesaurus and a growing data base that is available on the BRS data vending service which is expected to be available on other services in the near future.

At the time the Index Board appointed Miss Dickerson as Editor the following statement was made: "It would have been impossible to bring the Index to its present stage of maturity without Miss Dickerson's steady and studied dedication." These words were very prophetic for not only have they described Fay's service before her appointment as Editor, they have very much described her service in the twenty years of her editorship. For most of us in the Association today, the Index is closely identified with Fay Dickerson, and although she leaves the Index in January, 1983, we may have no doubt that she will leave behind the stamp of her work and commitment.

When she began with the Index she was the only full-time employee but she is leaving an integrated team of full-time and part-time people producing the variety of services that are offered by our editorial office in Chicago. It will be impossible to catalogue all the achievements of the Index during Fay's tenure, within the confines of the normal length of this report. It is our belief that the major step for the Index was the transition from manual production to computer assisted production and much of the expansion in coverage and variety of services has been dependent upon the flexibility in handling of materials that is possible with computer support. Our utilization of the computer support has been dependent upon the pioneering of others but has included

some innovative steps initiated by our staff under Fay's leadership. This development of the Index has placed the service within the middle range of information and abstracting services in North America.

As a Board we feel some constraint in our expression of appreciation for Fay which arises out of her emphatic instructions that we are not to organize a public farewell. For this reason we are using this report as the medium for expressing our appreciation for Fay Dickerson's years of service to the Index and to this Association.

The cornerstone of our service continues to be Religion Index One, the indexing and abstracting service for a growing range of serial titles. At the end of the first quarter of this year there were 1,087 subscribers to RIO. According to our records these include 820 subscribers in the U.S.A. and 267 subscribers described as "foreign". So one-third of the subscribers are not from the United States but the listing at hand does not indicate the number of non-North American subscribers. The Religion Index Two is slowly being established and there are 462 regular subscribers to RIT. The retro project for the years 1970-75 is coming close to completion and we have 212 firm orders for this title at the close of the first quarter of this year. You will note from the Treasurer's report that the Board has transferred \$24,000.00 from our reserve funds at Dayton to the Association Treasurer to fund the Board's share of the RIT 1970-75 budget, the major share being the \$97,922.00 grant from the National Endowment for the Humanities. This transfer is made at this time to fund the completion procedures of the project.

The first issue of the Index to Doctor Ministry project reports is now issued under the title Research in Ministry and there have been, at the end of the first quarter, 15 firm orders for this title. There are now 35 participating institutions reporting to this service and we hope to see this service establish itself and grow as our other services have done in the past. It is our expectation that this subscription base for the service will grow more slowly as the largest potential market for this title is not contained within academic libraries as is the

market for our main services of RIO and RIT. We have undertaken this service at the urging of a number of people working in this area and will continue to enlist their support to seek a sufficient subscriber base so that this title can continue.

If some of you have ordered full runs of the Index you will have become aware that volumes 1, 3 and 4 are out of print. Miss Dickerson has demonstrated that it is feasible to convert vs. 1-4 to data base and work is now being continued on this project. It is our intention when this project is completed to issue the information of these volumes as a single cumulated volume. As this work proceeds the data will be accessible through our data base available with BRS.

When we signed the contract with DIALOG we had expected to have a date to announce when our data would be "up" with that vender. However, the change of ownership of that company has necessitated a further period of negotiation and revision of the contract.

We began this report with our expression of appreciation for the work and service of Fay Dickerson and one of her contributions, as the Index grew, has been the bringing together of effective teams of people to carry on the work of the Index. We now note some of the many people who have contributed to the service of the Index during the past year. Through most of this year we have had an average full-time equivalent staff of 12 positions, and there have been usually 17 or 18 people on the payroll at any one time.

In our report to you in 1980 we announced the appointment of Ernest Rubenstein to be Assistant Editor of the RIT 1970-75 project. With the completion of the editorial work of this project Ernest has left the Index and is preparing for further study. His dedication and careful work has been very much appreciated by Miss Dickerson and the Board and we wish him well in his new ventures. Our last report informed you of the appointment of Diane Lauderdale as Assistant Editor for RIT. This spring she resigned to be free to care for her baby. We are fortunate to have Mr. Al Hurd apply for this full-

time position which he assumed April 1, 1982. He continues to serve this Association as Executive Secretary. We were fortunate to find someone of the same high quality as Diane, who has the added advantage of experience and knowledge in theological librarianship. He is the first person with this background to become an editor at our Index since the days of "volunteer" editors before the appointment of Miss Dickerson to the Index staff. We continue to have the valued services of Paul Petersen as Assistant Editor for RIO. Paul has worked closely with our programming consultant, Jim Redd, to foster our transition and development of the use of microcomputers for data input and first stage editing of the Index data.

The Search Committee for a new Editor is proceeding under the leadership of Martha Aycok who chairs that committee. We plan to do some interviewing at the time of this Conference.

One fact has been encouraging, exciting and yet causing the work to be difficult. That is the fact that there has been no candidate who has actually completed the applications and has appeared unsuitable for the post. Our choice process is very much a choice amongst excellence. The candidates who have been attracted to the Index attest in another way to the standards of excellence the Index has achieved under Miss Dickerson's leadership.

In closing may I go beyond the directive of my colleagues to pay tribute to the members of the Board. We honour Dr. Inez Sperr who is president-elect of National Federation of Abstracting and Indexing Services and Martha Aycok who is Vice-President elect of ATLA. We are gratified that Peter VandenBerge has recovered from surgery last fall and is again supporting the Board with his wisdom and experience. Prof. Ed Krentz continues to contribute perspective from his years as a librarian and professor at Concordia, now Christ Seminary, (our host institution last year). That Cal Schmitt continues to be available to consult with the Board has been helpful to all of us.

We are pleased to serve the ATLA and all the subscribers to the Index publications.

Respectfully submitted,

Martha Aycok, Secretary  
Edgar Krentz  
Inez Sperr  
Peter Vandenberg  
Grant Bracewell, Chair

## Report of the Board of Microtext

During the year ending 30 April, the board commissioned more microfilming than ever before in its history, investing over \$60,000, of which a substantial majority was for master negatives. As a result, over one hundred additional serials have been added to the Board's program and listed in the Newsletter. This activity was largely made possible by two resources. One is the capital account that was part of the Sealantic Fund Grant twenty-five years ago, and we will return to this matter later. The more recent, and in many ways more significant, resource is COMPORT, the Cooperative Microform Program on Religion and Theology. Some forty ATLA libraries participate in this program by contributing \$250 annually. These contributions are used exclusively for supporting the filming of master negative microfilm, and the \$50,000 that this program has developed over the past five years has resulted in filming that would not otherwise have been possible. Participating libraries also receive a 30% discount on microfilm purchases from the Board, and a number of institutions have realized substantial savings, equivalent to the cost of their participation, during the same period.

The heavy microfilming activities of the Board during the past few years, on the other hand, have significantly reduced the size of the capital account, which originated with the Sealantic grant in the amount of \$80,000. As of the end of the fiscal year, the capital account, which is handled by ATS, stood at approximately \$7,000. The consequences of that original grant, however, have been multiplied in a major way. Stored under archival conditions, the Board now holds roll film masters containing over 4.5 million exposures and over 17,000 microfiche masters. The replacement costs of this work, at current prices, would exceed \$540,000.

Although the National Endowment for the Humanities declined to fund a planning grant proposal the Board had submitted, designed to focus on monographs rather than serials, the Board supported financially and through the participation of its personnel, the

work of an advisory committee jointly appointed with the Board of Directors whose purpose is similar to that of the grant proposal.

The reduction of the capital account, through which the Board had been able to carry on effectively a deficit operation over the past twenty-five years, meant that a reconsideration of purposes and strategies was in order. The Board used the occasion to engage in a wide-ranging consideration of alternatives it might presently have. The basic decision was that it preferred to continue to microfilm important and relevant serials on an aggressive rather than a passive basis. That is to say, the Board would seek ways of funding continuing microfilming rather than limiting itself only to the income from sales of current titles in master negatives. It was anticipated that this would involve the Board in serving as a broker for microfilm service agencies with which it is already connected. For example, the Board would identify historical societies, seminar-ies, and other agencies responsible for serial publications in the nineteenth century. The Board would offer to arrange for the production of a master negative of such a title, with the understanding that the sponsoring agency would provide both the original document as well as the cost of actually microfilming the document. In return, the agency would be provided with a positive copy of the microfilm and would know that the master negative had been properly processed, stored, and serviced. Moreover, bibliographic control would be provided for each title thus added to the program.

Respectfully submitted,

Pamela W. Darling  
Ronald F. Deering  
Robert Dvorak  
Ernest W. Saunders  
Maria Grossmann, Chair  
Louis Charles Willard,  
Executive Secretary

## Report of the Library Consultation Program

The 1981-1982 year did not meet the goals for your consultation program. Once again much time was spent in the attempt to develop a consultation training event for the summer of 1982 in conjunction with the ATLA conference in Toronto. Grant Bracewell labored hard on making local arrangements and the dates were established with Duane Webster of OMS. When in the fall it was revealed that John Baker-Batsel's untiring efforts to get funding for the project with the Arthur Vining Davis Foundation were met with still further delays and uncertain results, your director together with the Board determined that specific planning for such a training event should be held in abeyance until funding was secure. At this writing that funding has not been secured and no schedule can be announced. During the year four consultations were completed and two others are in the negotiation stages between consultants and institutions. These are:

<u>Institution</u>	<u>Consultant</u>	<u>Dates</u>	<u>Status</u>
Regent College Vancouver, B.C.	Pat Baker-Batsel	May 5-6, 1981	Complete
Concordia Theol. Sem. Fort Wayne, IN	Norman Kansfield	May, 1981	Complete
Mennonite Biblical Sem. Fresno, CA	John Baker-Batsel	Nov. 20-21, 1980 (& follow-up visits)	Complete
Methodist Theol. Sem. Delaware, OH	John B. Trotti	Dec.7-9, 1981	Complete
Mary Immaculate Sem. Northampton, PA	Charles Willard		Pending



<u>Institution</u>	<u>Consultant</u>	<u>Dates</u>	<u>Status</u>
SS. Cyril & Methodius Sem. Orchard Lake, MI	Simeon Daly		Pending

Expenses for the year total \$635.80--four honoraria of \$150 each and \$35.80 office expenses. This is well within the \$900 budgeted and represents somewhat less activity for the program than anticipated.

With this report your Director gladly turns the files over to the Executive Secretary, Al Hurd. Consistent with the recent reorganization of ATLA this function will now be lodged most appropriately with the Executive Secretary. Let me express my appreciation to the Association for the opportunity of serving in this capacity and express my fond hopes that funding will yet be secured to give more adequate training to those of us who attempt to serve as consultants. Significant work has been done by our consultants over many years--even more will be accomplished with the development of consultation guidelines and the proper training and selection of consultants.

John B. Trotti, Director

# ATLA Statistical Records Report

# 1980/1981

## Population Served and Library Staff

Institution	Students	Faculty	Professional Librarians	Other Library Staff
Acadia	80	8		
Alliance	84	8	3	2.5
Anderson	155	13.4	1.5	2
Andover Newton	318	39	3	6.4
Asbury	912	48	5	10
Ashland	346	21	1	2
Assemblies of God	200	13.5	0	8.5
Associated Mennonite	146.3	11.7	2	3
Atlantic				
Atonement				
Austin				
Bangor	88	8	2	4
Baptist Missionary	41.8	9.7	1	3
Bethany/Northern	223	24	4	5.3
Bethel	346	26	2	5.1
Biblical (Hatfield)	105	6.9	2	1.6
Billy Graham Center	0	0	4	3
Boston Univ	270.5	36	3.6	11
Brite	161.5	12	2.6	5
Calvary Baptist	80	4	1	4
Calvin	160	17	1	3
Catholic Seminary Found				
Catholic Theological Union	218	35	3	3.3
Catholic Univ of America				
Center for Biblical Studies	65	3	1	0.8
Central Baptist	121.4	10.5	0.5	3
Chicago Theol Sem	97	12	1	1
Christ (Seminex)	142.7	29	3	2.2
Christ the King	141	16	3	1
Christian	335	16	3	2
Christian & Missionary All.	0	0	2	0
Claremont	191.9	17	3.3	6.5
Colgate R/Bexley/Crozer	143.1	22	2.5	5.5
Columbia (Decatur)	248	25.5	3	4
Columbia Grad (Columbia)	820	35	2	6.6
Conception	85	15	2	1.5
Concordia (Ft. Wayne)	552.9	32.5	1	8.5
Concordia (St. Louis)				
Congregational	0	0	3	2
Conrad, Inc.				
Conservative Baptist				
Covenant	118.3	13	2	3.5
Dallas	989	44	5	12
DeAndreis	25	10	1	1
DeSales				
Disciples Hist Soc				
Dominican	35	14	1.8	1.7
Drew	2044	126	13.4	43
Dubuque Schools of Theol	425	45	3	10.3
Duke Divinity				
Earlham	65	6.2	0.2	1
Eastern Baptist	271	15	2	5
Eastern Mennonite	1100	76.2	5.8	12.9
Eden	151	16	7	8
Emmanuel				
Emmanuel (Johnson City)	88.2	10	2	3
Emmanuel (Toronto)	186	9.1	0.5	2.6

Institution	Students	Faculty	Professional Librarians	Other Library Staff
Emory	426	43	6.6	6.8
Episcopal S.W.	85	11	2	3
Episcopal/Weston	249	35.5	3.85	7.6
Erskine				
Evangelical (Myerstown)	41	9	1	0.5
Fuller	1143	74	4	11
Garrett/Seabury				
General	168.3	16	2	3.5
Golden Gate	416.1	41	2.8	7.8
Gordon Conwell				
Grace	304	14.4	2	4.5
Graduate Theol Union	1564	164	5.5	19.2
Harding	173	10.5	2	3
Hartford	94	14	0	2
Harvard	421	34	6.5	8
Hebrew (Cincinnati)	135	32	9	13
Hebrew (L.A.)	85	26	1	3
Hebrew (N.Y.)				
Historical Foundation	0	0	7	5
Holy Cross				
Hood	49	8	3	1
Howard				
Huron	591	40	3	7
Iiiff	365	27	2.4	7
Immaculate Conception				
Interdenominational				
Jesuit-Krauss-McCormick				
Kenrick	122	23	1	2.8
Knox	85	8	2	2
Lancaster	137	15	2	3.5
Lexington	172	14	2.5	4
Liberty				
Lincoln	600	32	3	5
Louisville	220	20	2	3
Lutheran (Columbia)	159	17	2	1
Lutheran (Gettysburg)	211	16	2	5.5
Lutheran (Philadelphia)	152	16	4	3
Lutheran (Saskatoon)				
Luther/NW	766	57	5	6
Mary Immaculate	49.1	13	1	1
Maryknoll	186.2	32.3		
McGill				
McMaster				
Meadville	36	4	0.5	1.5
Memphis	97.9	14.1	3	1
Mennonite (Fresno)	122	10	2.8	7.6
Methodist	236	21	2	7
Mid-America	271	18	3.5	8.5
Midwestern Baptist				
Moravian				
Mount Angel				
Mount St. Alphonsus	55.7	13.3	1	3.1
Mount St. Mary (Emmitsburg)				
Mount St. Mary (Norwood)	150	30	1	2
Nashotah	78	10	2	3
Nazarene				
New Brunswick	70.5	10.7	2	2.5
New Orleans	944.8	74	3	10.5
New York				
North American	123	13	2	2.9
North Park				
Notre Dame				

<b>Institution</b>	<b>Students</b>	<b>Faculty</b>	<b>Professional Librarians</b>	<b>Other Library Staff</b>
Oblate (D.C.)	30	18	4	
Oblate (San Antonio)	103	11	1	1
Oral Roberts	225	18	4	8
Payne	27	5	1	0
Perkins				
Phillips	102	11	1.6	8.1
Pittsburgh	172	19	2	3.7
Pontifical Josephinum	189	9	2	3
Pope John XXIII	50	17	2	12
Princeton				
Queens				
Reformed	280	18	3.5	5
Regis	73.2	14	1	5
Sacred Heart	119	21	2.5	2
Schwenkfelder				
Seventh Day Adventist	283	26	1.5	6.5
Southeastern Baptist	907	47	5	14.2
Southern Baptist	2004	112	6	25
Southwestern Baptist	3306	125	10	62
St. Andrew	50	7	1	1.5
St. Augustine	58	13	1	3
St. Bernard				
St. Charles Borromeo	96	14	6.3	9
St. Cyril & Methodius				
St. Francis (Loretto)				
St. Francis (Milwaukee)	87	17	2	4
St. John (Brighton)	184	35	1	1.8
St. John (Camarillo)	115	16	4	3
St. John (Collegeville)				
St. John (Plymouth)				
St. John (Winnipeg)	322	32	1	2
St. Joseph (Yonkers)				
St. Leonard	25	8	1	0.5
St. Louis	5471	430	1	5.5
St. Mary (Baltimore)	215	47.3	2	2.8
St. Mary (Cleveland)	56	18	1	1
St. Mary (Houston)				
St. Mary (Mundelein)	143	22	1	3
St. Maur				
St. Meinrad	355	73	2	6
St. Michael	2678.1	128	8.6	14
St. Patrick				
St. Paul (Kansas City)	167.2	17.5	2	3
St. Paul (St. Paul)	100	14	2	4
St. Peter				
St. Stephen		3	0	0.5
St. Thomas (Denver)				
St. Thomas (Houston)	19	7	1	3
St. Vincent	44	8	4	10
St. Vincent de Paul				
St. Vladimir	105	12.5	1	2.5
Sulpician				
Swedenborg				
Talbot	3181	241	4	25
Three Hierarchs				
Trinity (Deerfield)	640	40	3	11
Trinity (Ellendale)	331	17	1	2.5
Trinity Lutheran	289	23.5	3	4
Trinity (Toronto)	72.1	7	0.7	1.9
Unification	130	11	2	3
Union (N.Y.)	319.8	24	5	17
Union (Richmond)	372.5	41.5	6	13

Institution	Students	Faculty	Professional Librarians	Other Library Staff
United (Dayton)	270	24	3	3.5
United (New Brighton)	159	16	2	2.8
Univ of Dallas	1503	89	5	5
Univ of the South	90.7	10.6	1.2	3
Univ of Winnipeg				
Vancouver	116.3	15.8	1	4.5
Vanderbilt	213.8	17.3	1	6
Virginia	185	26	2	5.5
Washington Theol Co				
Wesley	209.6	25.7	3	3
Western Conservative	446	34	3	8
Western Evangelical	148	9	4	0.5
Western Theological	105	17	3	2
Westminster				
Wilfrid Laurier	5612	273.4	13	44
Woodstock			2	2
Wycliffe	44.7	6	2.3	0.5
Yale	372	35	6	12

### Collection

Institution	Volumes	Unb. Per. Volumes	Mfilm Reels	Fiche	Prdcl. Subs.	Sound Recds.
Acadia	30,000		130		208	
Alliance	67,581		879		608	2,127
Anderson	53,424		221	30	154	224
Andover Newton	196,012		574	500	567	0
Asbury	128,380	600	2,994	863	600	1,679
Ashland	57,049	1,150	386	5	340	827
Assemblies of God	40,405	2,500	2,358	32,393	488	1,678
Associated Mennonite	82,210	4,100	275	7,207	243	239
Atlantic						
Atonement						
Austin						
Bangor	71,650	125	166	213	415	31
Baptist Missionary	29,875	800	228	603	252	1,652
Bethany/Northern	129,667	4,274			616	2,238
Bethel	97,000	16,200	12,750	1,580	1,020	3,600
Biblical (Hatfield)	36,320	2,941	52	149	118	389
Billy Graham Center	57,000	2,800	3,084	27,333	300	250
Boston Univ	115,428		2,064	1,273	748	992
Brite	118,376	1,416	12,372		708	
Calvary Baptist	41,500	200	50		30	400
Calvin	98,000		685	3,312	360	
Catholic Seminary Found						
Catholic Theological Union	86,933	480	381	0	480	0
Catholic Univ of America						
Center for Biblical Studies	12,708	784			53	32
Central Baptist	67,625		169		299	1,331
Chicago Theol Sem	95,915		148		265	
Christ (Seminex)	33,587		21	3,602	350	0
Christ the King	80,917	3,000	1,331		388	700
Christian	98,213	800	753	168	465	1,663
Christian & Missionary All.	4,000	500	20		2	30
Claremont	111,819	3,027	491	454	565	829
Colgate R/Bexley/Crozer	202,225	3,690	1,201	230	623	722
Columbia (Decatur)	80,617	1,500	753	113	318	1,748
Columbia Grad (Columbia)	58,650		330	3,720	595	2,668
Conception	91,757	0	133	50	290	3,300
Concordia (Ft. Wayne)	103,486	500	1,749	987	750	3,589
Concordia (St. Louis)						

Institution	Volumes	Unb. Per. Volumes	Mfilm Reels	Fiche	Prdcl. Subs.	Sound Recds.
Congregational Conrad, Inc.	225,000		225	0	81	0
Conservative Baptist Covenant	39,643	400	100	1,254	325	509
Dallas	93,108		1,086	17,500	700	3,818
DeAndreis DeSales	42,943	265	36	371	211	260
Disciples Hist Soc Dominican	52,066	300	19	34	302	13
Drew	401,371	5,200	13,553	77,086	1,479	6,420
Dubuque Schools of Theol Duke Divinity	150,177		1,100	2,400	615	
Earlham	32,380		126		116	
Eastern Baptist	88,300	4,500	350	200	427	0
Eastern Mennonite Eden	105,847	6,000	1,825	3,317	890	3,173
Emmanuel	67,407		179	0	272	516
Emmanuel (Johnson City) Emmanuel (Toronto)	52,020	400	636	8,173	524	450
Emory	50,724		4,246		253	304
Episcopal S.W. Episcopal/Weston	366,129		2,214	13,043	1,178	446
	82,382		769	0	248	920
	246,803		1,290		814	1,247
Erskine Evangelical (Myerstown) Fuller	41,671	4,805	200	50	229	
	131,000	600	1,700		760	1,035
Garrett/Seabury General	196,263		283	87	430	150
Golden Gate Gordon Conwell	102,139		1,027	1,667	615	6,105
Grace	40,268	400	182	843	353	225
Graduate Theol Union Harding	353,284		5,195	17,356	1,954	3,973
	63,395	0	1,683	286	550	996
Hartford	63,500	750	100	3,000	240	
Harvard	359,268		1,359	942	2,099	
Hebrew (Cincinnati) Hebrew (L.A.) Hebrew (N.Y.)	308,806		13,046	13,264	1,963	7,240
	72,000	350	5,100		285	425
Historical Foundation Holy Cross	61,502		2,863	110	140	3,720
Hood	24,803	1,500	2,052	298	162	301
Howard Huron	110,769		306	234	247	
Huff	112,424		490	13,070	692	900
Immaculate Conception Interdenominational Jesuit-Krauss-McCormick Kenrick	64,884	400	239	149	360	369
Knox	63,516	1,400	105	276	188	172
Lancaster	122,844	100	1,011	6,046	308	2,042
Lexington	85,425	10,000			943	
Liberty Lincoln	63,097	4,888	719	8,977	441	9,000
Louisville	87,288	125	125	75	348	700
Lutheran (Columbia) Lutheran (Gettysburg) Lutheran (Philadelphia) Lutheran (Saskatoon)	78,998	2,447	605	4,760	627	997
	124,195		232		425	498
	132,703	7,885	580	2,181	575	1,395
Luther/NW	175,994	3,100	393	496	674	1,934
Mary Immaculate Maryknoll McGill McMaster	60,411	300	519	382	423	300
	89,370		150	50	700	20

Institution	Volumes	Unb. Per. Volumes	Mfilm Reels	Fiche	Prdcl. Subs.	Sound Recds.
Meadville	92,025		80		120	
Memphis	70,295	400	305	3,313	603	319
Mennonite (Fresno)	72,382		1,488	5,802	708	2,558
Methodist	76,652	0	264	0	335	1,438
Mid-America	77,700	1,800	480	21,000	360	1,200
Midwestern Baptist						
Moravian						
Mount Angel						
Mount St. Alphonsus	76,273		4,438		652	96
Mount St. Mary (Emmitsburg)						
Mount St. Mary (Norwood)	78,990	316	386	583	316	2,420
Nashotah	65,332	1,900	150	270	580	200
Nazarene						
New Brunswick	148,228	6,136	168	171	331	150
New Orleans	154,660	500	3,128	90	846	11,009
New York						
North American	55,972		289	127	296	2,488
North Park						
Notre Dame						
Oblate (D.C.)	37,295				227	
Oblate (San Antonio)	35,000		40	600	260	180
Oral Roberts	80,970	450	619	3,937	1,080	5,909
Payne	17,985	0		50	28	48
Perkins						
Phillips	86,294	5,419	1,415	2,298	484	1,648
Pittsburgh	192,283	909	1,279	1,173	909	1,352
Pontifical Josephinum	88,923	1,500	4	455	354	1,029
Pope John XXIII	35,208	465	39	4,327	285	1,462
Princeton						
Queens	35,634	99			99	0
Reformed	51,918		1,065	11,394	600	3,432
Regis	86,127		10	40	358	95
Sacred Heart	55,818	100	319	110	225	9,875
Schwenkfelder						
Seventh Day Adventist	107,413	1,235	944	1,250	816	558
Southeastern Baptist	123,736	5,786	5,283	63,259	983	3,742
Southern Baptist	260,455	17,772	6,296	1,549	1,298	18,559
Southwestern Baptist	249,738	62,872	6,645	101	1,344	33,322
St. Andrew	25,000		0	2,000	60	200
St. Augustine	33,071		42		184	407
St. Bernard						
St. Charles Borromeo	179,787	2,000	318	0	457	4,623
St. Cyril & Methodius						
St. Francis (Loretto)						
St. Francis (Milwaukee)	60,988	4,700	265	0	338	950
St. John (Brighton)	121,306		453		344	
St. John (Camarillo)	112,000	200	1,500		400	1,250
St. John (Collegeville)	292,978		17,219		1,125	4,457
St. John (Plymouth)						
St. John (Winnipeg)	39,910				123	
St. Joseph (Yonkers)						
St. Leonard	48,805	215	0	0	175	532
St. Louis	110,287	0	145	32	916	0
St. Mary (Baltimore)	99,245		2,162		296	
St. Mary (Cleveland)	42,614	300	516	587	333	1,025
St. Mary (Houston)						
St. Mary (Mundelein)	135,943	400	677	188	400	1,481
St. Maur						
St. Meinrad	119,355	13,000			565	1,013
St. Michael	228,300	800	6,468	701	713	
St. Patrick						
St. Paul (Kansas City)	63,893		300		320	

Institution	Volumes	Unb. Per. Volumes	Mfilm Reels	Fiche	Prdcl. Subs. 441	Sound Recds.
St. Paul (St. Paul)	64,000					
St. Peter						
St. Stephen	11,915				31	
St. Thomas (Denver)						
St. Thomas (Houston)	38,000	1,941	138	1,237	290	1,973
St. Vincent	215,527		3,371	136,572	760	4,242
St. Vincent de Paul						
St. Vladimir	42,000	3,200	381	1,404	298	376
Sulpician						
Swedenborg						
Talbot	165,000	12,000	11,395		1,051	0
Three Hierarchs						
Trinity (Deerfield)	80,694	3,500	400	186	855	1,258
Trinity (Ellendale)	62,707	750	47	6,254	398	450
Trinity Lutheran	77,973	2,550	1,010	250	500	2,109
Trinity (Toronto)	30,617	1,200	72	31	61	13
Unification	24,800	4,200	2,400	21,000	410	
Union (N.Y.)	508,610		15,000	32,000	1,250	2,000
Union (Richmond)	218,911		2,125	23,280	1,161	20,298
United (Dayton)	94,685		1,048	1,006	323	1,710
United (New Brighton)	56,258	833	35	477	292	890
Univ of Dallas	144,136		2,838	61,458	805	1,649
Univ of the South	74,981	895	14,885		685	802
Univ of Winnipeg						
Vancouver	66,100		347	329	241	1,174
Vanderbilt	126,568		1,596	437	860	336
Virginia	112,063		1,354	513	481	391
Washington Theol Co						
Wesley	98,140	12,600	430	1,020	507	2,400
Western Conservative	38,900		277	726	580	1,972
Western Evangelical	40,502	7,000	73	2,532	446	1,791
Western Theological	78,399	10,500	360	877	480	1,336
Westminster						
Wilfrid Laurier	359,778	975	13,750	142,963	4,611	8,046
Woodstock	163,400		827	1,671	600	33
Wycliffe	43,500	0	16	1,866	91	
Yale	321,900				1,405	0

### Financial Data

Institution	Total Expenses	Wages & Salaries	Library Materials	1980/81 Budget
Acadia			10,500	
Alliance	136,909	96,558	34,864	140,000
Anderson	73,064	49,214	18,800	67,576
Andover Newton	164,816	109,185	46,131	171,677
Asbury	223,600	158,244	52,046	262,500
Ashland				
Assemblies of God	108,455	46,344	35,702	123,177
Associated Mennonite	91,242	56,132	23,446	101,541
Atlantic				
Atonement				
Austin				
Bangor	59,858	48,704	18,073	63,886
Baptist Missionary	55,821	29,623	21,458	65,700
Bethany/Northern				
Bethel	134,000	87,800	35,660	137,000
Biblical (Hatfield)	42,310	29,016	8,512	50,687
Billy Graham Center	267,400	117,000	22,000	186,000
Boston Univ	160,755	113,339	35,880	157,469
Brite	175,601	96,839	61,081	189,575



Institution	Total Expenses	Wages & Salaries	Library Materials	1980/81 Budget
Calvary Baptist				
Calvin	120,760	58,000	46,260	120,000
Catholic Seminary Found				
Catholic Theological Union	112,112	65,138	37,400	129,362
Catholic Univ of America				
Center for Biblical Studies	27,500	16,500	8,000	27,500
Central Baptist	64,438	40,277	20,408	75,753
Chicago Theol Sem	72,027	37,301	22,912	76,858
Christ (Seminex)	101,533	64,588	24,822	104,188
Christ the King	72,144	34,197	37,229	75,000
Christian	93,115	69,378	20,721	99,914
Christian & Missionary All.		30,000		
Claremont		103,056	43,581	146,625
Colgate R/Bexley/Crozer	144,699	78,141	59,793	144,730
Columbia (Decatur)	127,312	88,436	28,107	138,667
Columbia Grad (Columbia)	166,426	87,396	55,480	200,000
Conception	53,941	23,203	18,014	76,128
Concordia (Ft. Wayne)	157,400	67,200	60,000	208,450
Concordia (St. Louis)				
Congregational	81,800	60,956	20,500	91,000
Conrad, Inc.				
Conservative Baptist				
Covenant	78,924	35,258	19,500	82,832
Dallas	239,458	169,823	27,775	259,370
DeAndreis	40,432	17,000	16,797	41,740
DeSales				
Disciples Hist Soc				
Dominican	72,737	42,037	19,280	72,930
Drew	857,289	599,634	204,084	1,015,642
Dubuque Schools of Theol	224,864	128,000	59,662	168,779
Duke Divinity				
Eariham	22,167	5,454	11,828	24,120
Eastern Baptist	74,525	48,100	25,625	81,825
Eastern Mennonite	298,459	164,971	87,775	276,431
Eden	132,349	145,551	18,082	132,349
Emmanuel				
Emmanuel (Johnson City)	97,798	44,288	45,625	84,310
Emmanuel (Toronto)	97,887	33,140	19,080	106,000
Emory	320,075	162,038	131,592	309,525
Episcopal S.W.	111,779	84,711	19,512	119,279
Episcopal/Weston	215,986	145,283	59,349	248,780
Erskine				
Evangelical (Myerstown)	32,000	20,000	12,000	34,000
Fuller	311,200	175,394	100,000	336,978
Garrett/Seabury				
General				
Golden Gate	167,376	110,089	41,969	198,804
Gordon Conwell				
Grace	98,446	49,495	27,087	115,163
Graduate Theol Union	605,828	332,997	148,700	650,754
Harding	101,971	57,036	31,071	
Hartford	37,400	12,000	23,000	49,500
Harvard	507,775	305,429	131,344	515,666
Hebrew (Cincinnati)	575,342	441,250	91,170	666,307
Hebrew (L.A.)	87,176	57,591	17,000	111,093
Hebrew (N.Y.)				
Historical Foundation	254,577	183,191	6,544	254,577
Holy Cross				
Hood	45,500	37,350	10,000	203,578
Howard				
Huron	148,317	93,419	44,848	173,664
Illif	233,812	108,724	87,862	243,650

Institution	Total Expenses	Wages & Salaries	Library Materials	1980/81 Budget
Immaculate Conception Interdenominational Jesuit-Krauss-McCormick Kenrick	62,939	35,208	21,004	74,500
Knox	75,528	50,773	18,139	83,700
Lancaster	104,586	52,881	31,527	97,560
Lexington		70,000	38,000	
Liberty				
Lincoln	81,100	54,000	22,500	94,000
Louisville	162,896	110,167	34,087	168,865
Lutheran (Columbia)	97,598	59,155	34,727	106,150
Lutheran (Gettysburg)	136,339	83,842	34,759	150,564
Lutheran (Philadelphia)	156,151	91,449	38,943	167,050
Lutheran (Saskatoon)				
Luther/NW	214,772	130,750	63,930	214,370
Mary Immaculate	56,823	28,679	24,869	60,855
Maryknoll		77,000	41,095	125,000
McGill				
McMaster				
Meadville	45,900	36,300	8,800	37,375
Memphis	73,467	44,193	21,189	89,196
Mennonite (Fresno)	216,330	107,190	61,750	245,508
Methodist	150,641	96,486	40,212	167,900
Mid-America	190,191	125,438	39,934	248,363
Midwestern Baptist				
Moravian				
Mount Angel				
Mount St. Alphonsus	65,313	31,758	25,361	75,690
Mount St. Mary (Emmitsburg)				
Mount St. Mary (Norwood)	95,347	32,808	37,409	102,051
Nashotah	119,360	59,415	40,500	124,490
Nazarene				
New Brunswick	79,044	38,266	15,946	78,060
New Orleans	204,412	113,796	63,088	182,345
New York				
North American	87,622	52,980	23,433	95,210
North Park				
Notre Dame				
Oblate (D.C.)		17,000		32,000
Oblate (San Antonio)	63,000	22,300	20,200	63,000
Oral Roberts	123,118	63,612	42,974	131,957
Payne				
Perkins				
Phillips	123,306	59,686	26,482	142,158
Pittsburgh	178,248	95,918	60,000	177,320
Pontifical Josephinum	105,928	46,529	44,938	115,000
Pope John XXIII	29,800	14,045	13,250	
Princeton				
Queens			16,300	
Reformed				
Regis	73,530	50,030	23,500	77,620
Sacred Heart		25,860	24,000	57,754
Schwenkfelder				
Seventh Day Adventist	285,752	87,980	40,404	275,237
Southeastern Baptist				
Southern Baptist	522,190	294,716	128,056	578,107
Southwestern Baptist				
St. Andrew	33,000	20,000	1,000	
St. Augustine	4,127	23,939	14,262	31,921
St. Bernard				
St. Charles Borromeo	140,130	112,678	27,751	155,356
St. Cyril & Methodius				

Institution	Total Expenses	Wages & Salaries	Library Materials	1980/81 Budget
St. Francis (Loretto)				
St. Francis (Milwaukee)		43,076	7,582	
St. John (Brighton)	66,792	15,996	40,258	
St. John (Camarillo)				
St. John (Collegeville)	426,046	200,139	187,258	
St. John (Plymouth)				
St. John (Winnipeg)	797,767	55,704	20,991	78,117
St. Joseph (Yonkers)				
St. Leonard	30,172	15,650	10,907	28,230
St. Louis	95,372	57,028	29,490	101,427
St. Mary (Baltimore)	89,381	57,605	24,169	87,953
St. Mary (Cleveland)	49,048	18,707	18,280	45,000
St. Mary (Houston)				
St. Mary (Mundelein)	78,668	47,036	26,411	81,552
St. Maur				
St. Meinrad	160,625	79,049	46,948	183,380
St. Michael	601,675	350,316	184,060	680,970
St. Patrick				
St. Paul (Kansas City)				
St. Paul (St. Paul)	77,100	37,500	24,100	
St. Peter				
St. Stephen		5,515	2,500	
St. Thomas (Denver)				
St. Thomas (Houston)	46,313	23,942	19,372	50,000
St. Vincent	253,561	130,797	84,886	267,272
St. Vincent de Paul				
St. Vladimir	54,054	36,180	11,244	62,000
Sulpician				
Swedenborg				
Talbot	338,548	210,090	140,571	392,271
Three Hierarchs				
Trinity (Deerfield)	234,077	125,538	59,889	227,750
Trinity (Ellendale)	56,340	31,338	13,044	70,370
Trinity Lutheran	167,102	98,468	39,311	175,609
Trinity (Toronto)	44,500	33,020	8,497	53,167
Unification	190,000	50,000	40,000	96,000
Union (N.Y.)	470,417	277,567	162,740	536,000
Union (Richmond)	457,131	240,645	88,172	484,040
United (Dayton)				
United (New Brighton)	83,746	53,078	19,998	92,385
Univ of Dallas		127,738	89,722	227,240
Univ of the South				
Univ of Winnipeg				
Vancouver				
Vanderbilt	241,201	74,942	57,109	237,082
Virginia	201,126	129,269	42,127	234,650
Washington Theol Co				
Wesley	149,188	93,061	46,576	158,149
Western Conservative	125,687	91,997	21,256	147,196
Western Evangelical	73,725	43,505	1,044	89,996
Western Theological				
Westminster				
Wilfrid Laurier	1,658,024	872,497	698,743	1,818,533
Woodstock	112,719	77,719	30,000	112,719
Wycliffe	50,500	32,500	11,600	68,000
Yale	395,390	257,190	93,570	504,990

### Circulation Data<sup>1</sup>

Institution	Regular	3 Day or Less	Used in Library	Total (col 1+2) 247	I.L.L. Sent	I.L.L. Rec'd
Acadia	247					
Alliance					120	307
Anderson					153	22
Andover Newton					282	116
Asbury					498	118
Ashland	262	67	105	319	7	38
Assemblies of God	376	27		403	96	114
Associated Mennonite	215	16		231	16	54
Atlantic Atonement						
Austin						
Bangor	128	18		146	158	16
Baptist Missionary	212	0		212	1	2
Bethany/Northern	293	189		482	248	55
Bethel	406	54		406	353	150
Biblical (Hatfield)	74	88		162	16	66
Billy Graham Center	89		58	89		
Boston Univ	543	172		715	197	81
Brite	154	21		175	477	283
Calvary Baptist					20	20
Calvin					749	395
Catholic Seminary Found						
Catholic Theological Union	197			197	580	50
Catholic Univ of America						
Center for Biblical Studies						27
Central Baptist					71	38
Chicago Theol Sem					19	62
Christ (Seminex)	108	9	59	117	199	59
Christ the King	169	0		169	61	10
Christian	386	26		412	129	89
Christian & Missionary All.					0	1
Claremont	401	256	263	657	175	311
Colgate R/Bexley/Crozer	415	141		556	206	40
Columbia (Decatur)	410	152		562	113	91
Columbia Grad (Columbia)	837	34	294	871	15	72
Conception	104	0		104	99	63
Concordia (Ft. Wayne)	620	111		731	1,207	413
Concordia (St. Louis)						
Congregational					30	0
Conrad, Inc.						
Conservative Baptist						
Covenant					23	13
Dallas	937	939	759	1,876	712	1,220
DeAndreis	47			47	50	9
DeSales						
Disciples Hist Soc						
Dominican	269	0		269	43	0
Drew					1,767	885
Dubuque Schools of Theol	269	165		434	34	99
Duke Divinity						
Earlham						
Eastern Baptist	198	43	257	241	265	93
Eastern Mennonite	750	385		1,135	357	308
Eden					327	248
Emmanuel						
Emmanuel (Johnson City)	252			252	91	90
Emmanuel (Toronto)	344	60	150	404	61	

1. Ion for one week in fall.

Institution	Regular	3 Day or Less	Used in Library	Total (col 1 + 2)	I.L.L. Sent	I.L.L. Rec'd
Emory	635	11		646	518	167
Episcopal S.W.	146	66		212	1	0
Episcopal/Weston					294	321
Erskine						
Evangelical (Myerstown)	63	39		102	19	18
Fuller	1,294			1,294	111	150
Garrett/Seabury General	214	0		214	30	9
Golden Gate					161	93
Gordon Conwell						
Grace	932	113		1,045	297	692
Graduate Theol Union	1,859	251	970	2,110	690	312
Harding					208	83
Hartford					30	45
Harvard					562	93
Hebrew (Cincinnati)	215	129	327	344	1,443	536
Hebrew (L.A.)	95			95	30	45
Hebrew (N.Y.)						
Historical Foundation	0	0		0	0	0
Holy Cross						
Hood	108	88	138	196		
Howard						
Huron	744	30	89	774	69	58
Iiiff	340				1,233	135
Immaculate Conception						
Interdenominational						
Jesuit-Krauss-McCormick						
Kenrick	147			147	17	10
Knox	272			272	86	3
Lancaster	222	110		332	53	18
Lexington					164	36
Liberty						
Lincoln	584	138	1,551	722	18	901
Louisville	556	16		572	97	60
Lutheran (Columbia)					6	12
Lutheran (Gettysburg)	278	83		361		
Lutheran (Philadelphia)	302	20		322	320	68
Lutheran (Saskatoon)						
Luther/NW					1,104	1,179
Mary Immaculate	122		23	122	50	40
Maryknoll	2,207		300	2,207	59	131
McGill						
McMaster						
Meadville					141	8
Memphis					6	7
Mennonite (Fresno)	792			792	8	149
Methodist	348			348	16	24
Mid-America	611	76		687		
Midwestern Baptist						
Moravian						
Mount Angel						
Mount St. Alphonsus	189			189		
Mount St. Mary (Emmitsburg)						
Mount St. Mary (Norwood)	168		70	168	437	99
Nashotah					51	65
Nazarene						
New Brunswick	158			158	121	18
New Orleans	1,348	30		1,378	79	323
New York						
North American	234	140		374	419	74
North Park						
Notre Dame						

Institution	Regular	3 Day or Less	Used in Library	Total (col 1+2)	I.L.L. Sent	I.L.L. Rec'd
Oblate (D.C.)						
Oblate (San Antonio)	57			57	65	105
Oral Roberts					265	57
Payne	5	2	5	7	36	13
Perkins						
Phillips	252	6	382	258	461	65
Pittsburgh	313			313	421	80
Pontifical Josephinum					53	46
Pope John XXIII	127	130	110	257	2	0
Princeton						
Queens						
Reformed					38	34
Regis	577			577	87	6
Sacred Heart	276			276		0
Schwenkfelder						
Seventh Day Adventist					290	181
Southeastern Baptist	2,166	548		2,714	456	163
Southern Baptist					16	546
Southwestern Baptist					1,598	299
St. Andrew					0	20
St. Augustine	104			104	10	0
St. Bernard						
St. Charles Borromeo	252			252	387	52
St. Cyril & Methodius						
St. Francis (Loretto)					1	6
St. Francis (Milwaukee)	123			123		
St. John (Brighton)					97	4
St. John (Camarillo)					15	23
St. John (Collegeville)					838	2,440
St. John (Plymouth)						
St. John (Winnipeg)	274	36	74	310		
St. Joseph (Yonkers)						
St. Leonard					14	21
St. Louis	241			241	188	0
St. Mary (Baltimore)					19	24
St. Mary (Cleveland)	99			99	19	7
St. Mary (Houston)						
St. Mary (Mundelein)	100		50	100	328	27
St. Maur						
St. Meinrad	562			562	438	131
St. Michael	1,559	62	876	1,621	301	62
St. Patrick						
St. Paul (Kansas City)					8	3
St. Paul (St. Paul)	158	0		158	287	145
St. Peter						
St. Stephen						
St. Thomas (Denver)						
St. Thomas (Houston)	145			145	2	3
St. Vincent					184	172
St. Vincent de Paul						
St. Vladimir	35	15	32	50	8	13
Sulpician						
Swedenborg						
Talbot	2,043	782		2,825	370	201
Three Hierarchs						
Trinity (Deerfield)	1,238			1,238	443	545
Trinity (Ellendale)					91	157
Trinity Lutheran	467	73		540	110	9
Trinity (Toronto)	244	43	232	287	21	1
Unification						
Union (N.Y.)	1,038			1,038	773	19
Union (Richmond)	906	47	895	953	596	326

<b>Institution</b>	<b>Regular</b>	<b>3 Day or Less</b>	<b>Used in Library</b>	<b>Total (col 1+2)</b>	<b>I.L.L. Sent</b>	<b>I.L.L. Rec'd</b>
United (Dayton)					428	149
United (New Brighton)	387			387	398	138
Univ of Dallas					882	933
Univ of the South	192	185	39	377	321	106
Univ of Winnipeg						
Vancouver	664	140		804	126	
Vanderbilt					804	385
Virginia					91	33
Washington Theol Co						
Wesley					240	44
Western Conservative	416	400		816	35	198
Western Evangelical	237			237	231	94
Western Theological	261	45		306	63	77
Westminster						
Wilfrid Laurier					1,232	1,588
Woodstock						
Wycliffe	123			123	16	14
Yale					239	15

**% Increase in Volumes<sup>1</sup>**

Mennonite (Fresno)	%161.86
Christian & Missionary All.	33.33
Calvary Baptist	18.57
Mid-America	16.67
St. Mary (Baltimore)	14.31
Hood	11.89
Grace	10.79
St. Meinrad	10.60
New Brunswick	10.21
Lutheran (Columbia)	9.75
Virginia	9.23
Emmanuel (Johnson City)	9.19
Baptist Missionary	9.03
Assemblies of God	8.62
Vancouver	8.60
Christ (Seminex)	8.16
Bethel	8.08
Trinity (Deerfield)	7.40
Graduate Theol Union	6.78
Western Evangelical	6.25
Oblate (San Antonio)	6.06
Center for Biblical Studies	5.55
Payne	5.09
Harding	5.07
Pope John XXIII	5.02
Covenant	4.99
Columbia Grad (Columbia)	4.99
Maryknoll	4.72
Queens	4.69
Oral Roberts	4.67
Trinity (Ellendale)	4.51
Golden Gate	4.10
Wilfrid Laurier	4.07
St. Leonard	3.88
Reformed	3.84
Brite	3.84
Phillips	3.83
Eastern Mennonite	3.77
St. Michael	3.67
Nashotah	3.61
Trinity Lutheran	3.55
Wesley	3.53
Boston Univ	3.50
New Orleans	3.47
Methodist	3.43
Christ the King	3.43
Evangelical (Myerstown)	3.27
Alliance	3.24
United (New Brighton)	3.21
Claremont	3.14
Asbury	3.11
St. John (Winnipeg)	3.10
St. Mary (Cleveland)	3.07
DeAndreis	3.06
Lincoln	3.01
St. Paul (Kansas City)	2.99
Dominican	2.98
Chicago Theol Sem	2.90
Hebrew (L.A.)	2.86
Mary Immaculate	2.84
Southeastern Baptist	2.81
Conception	2.79
Iliff	2.74
Southern Baptist	2.71
Episcopal S.W.	2.71

1 Excluding unbound periodicals.

2 Emory 2.53

St. Thomas (Houston)	2.70
Catholic Theological Union	2.70
Univ of the South	2.58
Biblical (Hatfield)	2.56
Union (Richmond)	2.55
North American	2.53
Mount St. Alphonsus	2.53
Luther/NW	2.43
Lexington	2.41
Concordia (Ft. Wayne)	2.39
Western Conservative	2.37
St. Francis (Milwaukee)	2.34
Lutheran (Gettysburg)	2.30
St. Charles Borromeo	2.27
Congregational	2.27
Lutheran (Philadelphia)	2.25
St. Augustine	2.24
Memphis	2.21
Earlham	2.20
St. Louis	2.16
Oblate (D.C.)	2.12
Unification	2.06
St. John (Brighton)	2.05
United (Dayton)	2.04
Sacred Heart	1.98
Christian	1.98
Calvin	1.93
Anderson	1.86
St. John (Camarillo)	1.82
Seventh Day Adventist	1.79
Emmanuel (Toronto)	1.79
Eastern Baptist	1.79
St. Vincent	1.67
St. John (Collegeville)	1.67
Lancaster	1.66
Huron	1.62
Trinity (Toronto)	1.58
St. Stephen	1.53
Bangor	1.43
Central Baptist	1.38
Pittsburgh	1.34
Drew	1.29
Historical Foundation	1.28
Eden	1.25
Vanderbilt	1.22
Episcopal/Weston	1.17
Colgate R/Bexley/Crozer	1.17
Meadville	1.12
General	1.10
Wycliffe	1.04
Harvard	1.04
Bethany/Northern	0.89
Fuller	0.77
Regis	0.62
Ashland	0.46
Yale	0.39
St. Vladimir	0.00
St. Andrew	0.00
Louisville	0.00
Associated Mennonite	0.00
Mount St. Mary (Norwood)	-0.01
Andover Newton	-0.20
Kenrick	-1.97
Union (N.Y.)	-5.19
Talbot	-5.21
Knox	-8.29
St. Paul (St. Paul)	-9.44
Billy Graham Center	-10.94
Hartford	-14.19
Dubuque Schools of Theol	-31.60
Southwestern Baptist	-36.70



**% Increase of 1981/82 Budget  
over 1980/81 Total Expenses**

Hood	347.42
Conception	41.13
Wycliffe	34.65
Concordia (Ft. Wayne)	32.43
Hartford	32.35
Mid-America	30.59
Yale	27.72
Hebrew (L.A.)	27.44
Trinity (Ellendale)	24.90
Western Evangelical	22.07
Memphis	21.41
Columbia Grad (Columbia)	20.17
Biblical (Hatfield)	19.80
Trinity (Toronto)	19.48
Golden Gate	18.78
Drew	18.47
Kenrick	18.37
Baptist Missionary	17.70
Central Baptist	17.56
Asbury	17.40
Western Conservative	17.11
Huron	17.09
Grace	16.98
Virginia	16.67
Lincoln	15.91
Mount St. Alphonsus	15.89
Talbot	15.87
Hebrew (Cincinnati)	15.81
Catholic Theological Union	15.39
Phillips	15.29
Episcopal/Weston	15.18
St. Vladimir	14.70
St. Meinrad	14.17
Union (N.Y.)	13.94
Assemblies of God	13.57
Mennonite (Fresno)	13.49
St. Michael	13.18
Methodist	11.46
Associated Mennonite	11.29
Congregational	11.25
St. Charles Borromeo	10.87
Knox	10.82
Southern Baptist	10.71
Lutheran (Gettysburg)	10.43
United (New Brighton)	10.32
Eastern Baptist	9.80
Wilfrid Laurier	9.68
Columbia (Decatur)	8.92
Earlham	8.81
Lutheran (Columbia)	8.76
North American	8.66
Pontifical Josephinum	8.56
Dallas	8.32
Emmanuel (Toronto)	8.29
Fuller	8.28
St. Thomas (Houston)	7.96
Brite	7.96
Graduate Theol Union	7.42
Christian	7.30
Oral Roberts	7.18
Mary Immaculate	7.10
Mount St. Mary (Norwood)	7.03
Lutheran (Philadelphia)	6.98
Bangor	6.73
Episcopal S.W.	6.71

Chicago Theol Sem	6.71
St. Louis	6.35
Evangelical (Myerstown)	6.25
Wesley	6.01
Union (Richmond)	5.89
Regis	5.56
St. Vincent	5.41
Trinity Lutheran	5.09
Covenant	4.95
Nashotah	4.30
Iliff	4.21
Andover Newton	4.16
Christ the King	3.96
St. Mary (Mundelein)	3.67
Louisville	3.66
DeAndreis	3.24
Christ (Seminex)	2.61
Alliance	2.26
Bethel	2.24
Harvard	1.55
Dominican	0.27
Colgate R/Bexley/Crozer	0.02
Woodstock	0.00
Oblate (San Antonio)	0.00
Historical Foundation	0.00
Eden	0.00
Center for Biblical Studies	0.00
Luther/NW	-0.19
Pittsburgh	-0.52
Calvin	-0.63
New Brunswick	-1.24
St. Mary (Baltimore)	-1.60
Vanderbilt	-1.71
Boston Univ	-2.04
Trinity (Deerfield)	-2.70
Emory	-3.30
Seventh Day Adventist	-3.68
St. Leonard	-6.44
Lancaster	-6.72
Eastern Mennonite	-7.38
Anderson	-7.51
St. Mary (Cleveland)	-8.25
New Orleans	-10.80
Emmanuel (Johnson City)	-13.79
Meadville	-18.57
Dubuque Schools of Theol	-24.94
Billy Graham Center	-30.44
Unification	-49.47
St. John (Winnipeg)	-90.21

**% Increase in Expenditures  
for Library Materials**

Kenrick	%4,109.22
Anderson	1,954.64
Maryknoll	220.55
Fuller	161.78
Mennonite (Fresno)	123.65
Hood	98.97
Queens	59.40
New Orleans	58.50
Memphis	52.68
Biblical (Hatfield)	50.15
Graduate Theol Union	45.29
Union (N.Y.)	43.97
Vanderbilt	42.99
Eastern Baptist	42.36
Oral Roberts	39.51
Emmanuel (Johnson City)	39.27
Lincoln	36.36

St. Paul (St. Paul)	33.89
Center for Biblical Studies	33.33
Episcopal S.W.	33.32
Catholic Theological Union	31.00
St. Mary (Baltimore)	30.76
Talbot	30.31
Hartford	29.21
Emmanuel (Toronto)	29.18
Southern Baptist	28.99
St. Thomas (Houston)	27.45
Grace	27.16
Meadville	25.71
Harvard	25.42
Associated Mennonite	24.32
Brite	23.61
Huron	22.60
Mary Immaculate	21.99
Trinity (Toronto)	21.84
Trinity Lutheran	21.30
Louisville	21.15
Eastern Mennonite	20.65
Lutheran (Philadelphia)	18.29
St. Michael	17.59
Emory	17.21
Wilfrid Laurier	16.07
Concordia (Ft. Wayne)	15.34
Nashotah	15.04
Iliff	14.94
Wycliffe	14.74
Asbury	14.53
Covenant	13.98
Hebrew (L.A.)	13.33
Boston Univ	13.16
St. Leonard	12.41
Central Baptist	12.41
Conception	12.38
Colgate R/Bexley/Crozer	11.87
Oblate (San Antonio)	11.40
Harding	11.36
Mount St. Mary (Norwood)	10.67
Pope John XXIII	10.42
Trinity (Ellendale)	9.88
Episcopal/Weston	9.40
Wesley	9.30
Regis	9.30
United (New Brighton)	9.28
Alliance	7.75
St. Augustine	7.74
Sacred Heart	7.50
Trinity (Deerfield)	7.05
Christ (Seminex)	6.99
Calvin	5.63
Knox	5.61
Phillips	5.12
Lutheran (Columbia)	4.73
St. John (Winnipeg)	4.65
Golden Gate	4.57
Bangor	3.40
Historical Foundation	3.38
Luther/NW	2.99
Dominican	2.94
St. John (Collegeville)	2.81
New Brunswick	2.15
St. Vincent	2.02
Andover Newton	1.99
Eden	1.92
St. Louis	1.58
Bethel	1.48
Baptist Missionary	1.22
St. John (Brighton)	0.64
Pittsburgh	0.00

Lexington	0.00
Evangelical (Myerstown)	0.00
Chicago Theol Sem	-0.38
Columbia Grad (Columbia)	-0.78
Western Conservative	-1.59
St. Vladimir	-1.62
Methodist	-2.36
Christ the King	-2.92
Virginia	-3.84
Union (Richmond)	-4.18
DeAndreis	-4.32
Mount St. Alphonsus	-4.46
St. Charles Borromeo	-4.68
Mid-America	-4.88
Drew	-5.38
Claremont	-5.67
Lancaster	-6.09
St. Mary (Cleveland)	-9.40
Dubuque Schools of Theol	-9.59
Lutheran (Gettysburg)	-10.68
Yale	-10.72
Assemblies of God	-11.07
St. Meinrad	-15.04
Christian	-16.60
Western Evangelical	-19.38
North American	-28.67
Seventh Day Adventist	-29.47
Unification	-32.20
Billy Graham Center	-48.84
St. Andrew	-50.00
St. Francis (Milwaukee)	-61.12

### Volumes per Student

St. Vincent	4,898.34
Meadville	2,556.25
Hebrew (Cincinnati)	2,287.45
New Brunswick	2,102.52
St. Thomas (Houston)	2,000.00
St. Leonard	1,952.20
St. Charles Borromeo	1,872.78
DeAndreis	1,717.72
Union (N.Y.)	1,590.40
Dominican	1,487.60
Colgate R/Bexley/Crozer	1,413.17
Mount St. Alphonsus	1,369.35
Oblate (D.C.)	1,243.17
Mary Immaculate	1,230.37
Regis	1,176.60
General	1,166.15
Pittsburgh	1,117.92
Conception	1,079.49
Evangelical (Myerstown)	1,016.37
Episcopal/Weston	991.18
Chicago Theol Sem	988.81
St. John (Camarillo)	973.91
Wycliffe	973.15
Episcopal S.W.	969.20
St. Mary (Mundelein)	950.65
Lancaster	896.67
Lutheran (Philadelphia)	873.05
Yale	865.32
Harvard	853.37
Hebrew (L.A.)	847.06
Phillips	846.02
Nashotah	837.59
Univ of the South	826.69
Bangor	814.20
Alliance	804.54
St. Mary (Cleveland)	760.96

Knox	747.25
Western Theological	746.66
Brite	732.98
Memphis	718.03
Baptist Missionary	714.71
Pope John XXIII	704.16
St. Francis (Milwaukee)	701.01
Hartford	675.53
Payne	666.11
St. John (Brighton)	659.27
St. Paul (St. Paul)	640.00
Andover Newton	616.39
Calvin	612.50
Virginia	605.75
Mennonite (Fresno)	593.30
Vanderbilt	591.99
Emmanuel (Johnson City)	589.80
Lutheran (Gettysburg)	588.60
Union (Richmond)	587.68
Claremont	582.69
Bethany/Northern	581.47
Christ the King	573.88
St. Augustine	570.19
Vancouver	568.36
Associated Mennonite	561.93
Central Baptist	557.04
Kenrick	531.84
Mount St. Mary (Norwood)	526.60
Calvary Baptist	518.75
Hood	506.18
St. Andrew	500.00
Earlham	498.15
Lutheran (Columbia)	496.84
Lexington	496.66
Maryknoll	479.97
Pontifical Josephinum	470.49
Sacred Heart	469.06
Wesley	468.23
St. Mary (Baltimore)	461.60
North American	455.06
Eden	446.40
Boston Univ	426.72
Trinity (Toronto)	424.65
St. Vladimir	400.00
Catholic Theological Union	398.78
Louisville	396.76
St. Paul (Kansas City)	382.14
Seventh Day Adventist	379.55
Acadia	375.00
Harding	366.45
Oral Roberts	359.87
United (New Brighton)	353.82
Dubuque Schools of Theol	353.36
United (Dayton)	350.69
Biblical (Hatfield)	345.90
Anderson	344.67
Oblate (San Antonio)	339.81
St. Meinrad	336.21
Covenant	335.11
Eastern Baptist	325.83
Columbia (Decatur)	325.07
Methodist	324.80
Iliff	308.01
Christian	293.17
Mid-America	286.72
Bethel	280.35
Western Evangelical	273.66
Emmanuel (Toronto)	272.71
Trinity Lutheran	269.80
Golden Gate	245.47
Christ (Seminex)	235.37

Luther/NW	229.76
Graduate Theol Union	225.88
Assemblies of God	202.02
Drew	196.37
Center for Biblical Studies	195.51
Unification	190.77
Trinity (Ellendale)	189.45
Huron	187.43
Concordia (Ft. Wayne)	187.17
Reformed	185.42
Ashland	164.88
New Orleans	163.70
Asbury	140.77
Southeastern Baptist	136.42
Grace	132.46
Southern Baptist	129.97
Trinity (Deerfield)	126.08
St. John (Winnipeg)	123.94
Fuller	114.61
Lincoln	105.16
Eastern Mennonite	96.22
Univ of Dallas	95.90
Dallas	94.14
Western Conservative	87.22
St. Michael	85.25
Southern Baptist	75.54
Columbia Grad (Columbia)	71.52
Wilfrid Laurier	64.11
Talbot	51.87
St. Louis	20.16

1 Emory 859.16 vols. per Student

### Expenditure per Student

St. Vincent	\$5,762.75
Hebrew (Cincinnati)	4,261.79
St. John (Winnipeg)	2,477.54
St. Thomas (Houston)	2,437.53
Dominican	2,078.20
Mennonite (Fresno)	1,773.20
Alliance	1,629.87
DeAndreis	1,617.28
Nashotah	1,530.26
Union (N.Y.)	1,470.97
Unification	1,461.54
St. Charles Borromeo	1,459.69
Baptist Missionary	1,335.43
Episcopal S.W.	1,315.05
Meadville	1,275.00
Union (Richmond)	1,227.20
Phillips	1,208.88
St. Leonard	1,206.88
Harvard	1,206.12
Mount St. Alphonsus	1,172.59
Mary Immaculate	1,157.29
Wycliffe	1,129.75
Vanderbilt	1,128.16
New Brunswick	1,121.19
Emmanuel (Johnson City)	1,108.82
Brite	1,087.31
Virginia	1,087.17
Yale	1,062.88
Pittsburgh	1,036.33
Lutheran (Philadelphia)	1,027.31
Hebrew (L.A.)	1,025.60
Coigate R/Bexley/Crozer	1,011.17
Seventh Day Adventist	1,009.72
Regis	1,004.51
Hood	928.57
Knox	888.56

Eden	876.48
St. Mary (Cleveland)	875.86
Episcopal/Weston	867.41
Evangelical (Myerstown)	780.49
Lancaster	763.40
Calvin	754.75
Emory	751.35
Memphis	750.43
Chicago Theol Sem	742.55
Louisville	740.44
North American	712.37
Wesley	711.77
Christ (Seminex)	711.51
Mid-America	701.81
Bangor	680.20
Covenant	667.15
St. Andrew	660.00
Lutheran (Gettysburg)	646.16
Iliff	640.58
Methodist	638.31
Mount St. Mary (Norwood)	635.65
Conception	634.60
Assorted Mennonite	623.66
Trinity (Toronto)	617.20
Lutheran (Columbia)	613.82
Oblate (San Antonio)	611.65
Pope John XXIII	596.00
Boston Univ	594.29
Harding	589.43
Trinity Lutheran	578.21
Pontifical Josephinum	560.47
St. Mary (Mundelein)	550.13
Oral Roberts	547.19
Assemblies of God	542.28
Central Baptist	530.79
Dubuque Schools of Theol	529.09
United (New Brighton)	526.70
Emmanuel (Toronto)	526.27
Andover Newton	518.29
Kenrick	515.89
St. Vladimir	514.80
Catholic Theological Union	514.28
Columbia (Decatur)	513.35
Christ the King	511.66
Western Evangelical	498.14
Anderson	471.38
St. Meinrad	452.46
Center for Biblical Studies	423.08
Drew	419.42
St. Mary (Baltimore)	415.73
Biblical (Hatfield)	402.95
Golden Gate	402.25
Hartford	397.87
Graduate Theol Union	387.36
Bethel	387.28
Trinity (Deerfield)	365.75
St. John (Brighton)	363.00
Earlham	341.03
Grace	323.84
Wilfrid Laurier	295.44
Concordia (Ft. Wayne)	284.68
Western Conservative	281.81
Luther/NW	280.38
Christian	277.96
Eastern Baptist	275.00
Fuller	272.27
Eastern Mennonite	271.33
Southern Baptist	260.57
Huron	250.96
Asbury	245.18
Dallas	242.12

St. Michael	224.66
New Orleans	216.35
Columbia Grad (Columbia)	202.96
Trinity (Ellendale)	170.21
Lincoln	135.17
Talbot	106.43
St. Augustine	71.16
St. Louis	17.43
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Microform Units per Student	
Hood	3,106.25
Mennonite (Fresno)	2,936.73
Mount St. Alphonsus	1,009.50
Bethel	1,008.70
Mount St. Mary (Norwood)	672.00
Columbia Grad (Columbia)	153.85
Covenant	100.00
Grace	70.09
Reformed	52.14
Maryknoll	50.00
United (New Brighton)	45.83
Lutheran (Columbia)	40.70
Southwestern Baptist	36.08
Chicago Theol Sem	34.55
Alliance	33.79
Emmanuel (Toronto)	32.98
Talbot	31.37
Trinity (Toronto)	30.91
Colgate R/Bexley/Crozer	29.70
Huron	27.50
Western Evangelical	25.86
Union (N.Y.)	25.00
Ashland	23.72
Meadville	23.08
Oral Roberts	21.85
Asbury	18.11
St. Mary (Cleveland)	17.27
Boston Univ	12.36
Baptist Missionary	12.32
Dominican	11.76
Episcopal/Weston	11.40
St. John (Brighton)	11.30
Wesley	11.11
Assemblies of God	10.44
St. Vladimir	10.43
Billy Graham Center	10.14
Iliff	9.87
St. John (Collegeville)	8.20
St. Michael	7.94
Christian	7.57
Catholic Theological Union	7.32
Harding	7.27
Seventh Day Adventist	7.15
Nashotah	7.14
Mid-America	6.67
Associated Mennonite	6.59
Trinity Lutheran	6.32
Fuller	6.25
St. Francis (Milwaukee)	6.00
Vanderbilt	5.98
Univ of the South	5.57
United (Dayton)	5.54
Christ (Seminex)	5.00
Wilfrid Laurier	4.40
Southeastern Baptist	4.14
Knox	3.96
Eastern Mennonite	3.81

2 The number of units reported includes fiche for those libraries reporting a single figure for both.

Central Baptist	3.05
Southern Baptist	3.01
St. Thomas (Houston)	2.99
Pittsburgh	2.98
DeAndreis	2.86
Drew	2.74
Emory	2.69
Western Conservative	2.59
Phillips	2.54
Bangor	2.47
Conception	2.31
Lancaster	2.12
Hebrew (L.A.)	2.00
Sacred Heart	1.92
St. Vincent	1.72
Kenrick	0.84
Union (Richmond)	0.71
Historical Foundation	0.67
St. Charles Borromeo	0.63
Andover Newton	0.53
Emmanuel (Johnson City)	0.47
New Orleans	0.45
Virginia	0.00
Vancouver	0.00
Unification	0.00
Trinity (Deerfield)	0.00
St. Paul (Kansas City)	0.00
St. Louis	0.00
St. John (Camarillo)	0.00
St. Augustine	0.00
Regis	0.00
Pope John XXIII	0.00
North American	0.00
New Brunswick	0.00
Memphis	0.00
Mary Immaculate	0.00
Lutheran (Philadelphia)	0.00
Lutheran (Gettysburg)	0.00
Luther/NW	0.00
Louisville	0.00
Lincoln	0.00
General	0.00
Episcopal S.W.	0.00
Eden	0.00
Eastern Baptist	0.00
Concordia (Ft. Wayne)	0.00
Claremont	0.00
Calvin	0.00
Calvary Baptist	0.00
Biblical (Hatfield)	0.00
Anderson	0.00
Golden Gate	-0.39
Trinity (Ellendale)	-6.00
St. Mary (Baltimore)	-8.23
Congregational	-10.00
Dubuque Schools of Theol	-33.25
Evangelical (Myerstown)	-33.33
Christian & Missionary All.	-33.33
Methodist	-45.57
Harvard	-68.85
Hartford	-90.00

### % Increase in Microfiche

Western Evangelical	%31,550.00
Mid-America	950.00
Christian	572.00
Trinity (Ellendale)	421.17
Sacred Heart	400.00
Wycliffe	273.95
St. Andrew	233.33
St. Mary (Cleveland)	166.82
Golden Gate	162.93
Trinity Lutheran	150.00
Evangelical (Myerstown)	150.00
Virginia	144.29
Western Conservative	103.36
Columbia Grad (Columbia)	103.28
Lancaster	101.94
General	97.73
Union (N.Y.)	60.00
Eastern Mennonite	59.39
Harding	47.42
Reformed	42.42
Bangor	34.81
Eastern Baptist	33.33
Huron	32.20
Hood	29.00
Nashotah	28.57
Wilfrid Laurier	24.70
Lutheran (Philadelphia)	23.01
Drew	21.64
Coigate R/Bexley/Crozer	20.42
Vanderbilt	19.40
Emory	19.14
Billy Graham Center	18.84
Grace	18.73
Luther/NW	18.38
Associated Mennonite	16.62
Pope John XXIII	16.51
Mary Immaculate	15.41
Anderson	15.38
St. Michael	14.54
St. Vladimir	14.05
New Brunswick	14.00
Christ (Seminex)	13.95
Dominican	13.33
Iliff	11.36
Southern Baptist	10.88
Biblical (Hatfield)	10.37
St. Thomas (Houston)	8.70
Kenrick	7.97
Baptist Missionary	7.68
Emmanuel (Johnson City)	6.99
North American	6.72
Assemblies of God	5.94
Phillips	5.90
Wesley	5.81
United (New Brighton)	5.53
Historical Foundation	4.76
Seventh Day Adventist	4.17
Union (Richmond)	3.92
Southeastern Baptist	3.37
Knox	3.37
Trinity (Toronto)	3.33
St. Vincent	3.08
United (Dayton)	2.55
Oral Roberts	2.15
Payne	2.04
Bethel	1.94
Boston Univ	1.60
Vancouver	1.54
Pittsburgh	1.47

Claremont	0.22
Andover Newton	0.20
Unification	0.00
St. Louis	0.00
Regis	0.00
New Orleans	0.00
Memphis	0.00
Lincoln	0.00
Hartford	0.00
DeAndreis	0.00
Concordia (Ft. Wayne)	0.00
Calvin	0.00
Ashland	0.00
Dubuque Schools of Theol	-0.33
Mount St. Mary (Norwood)	-10.31
Covenant	-16.34
Lutheran (Columbia)	-16.49
Louisville	-25.00
Maryknoll	-50.00
Oblate (San Antonio)	-52.64
Harvard	-69.58
Trinity (Deerfield)	-84.74
Southwestern Baptist	-93.66

### Circulations per Student<sup>3</sup>

Maryknoll	11.85
Regis	7.88
Dominican	7.69
St. Thomas (Houston)	7.63
Vancouver	6.91
Mennonite (Fresno)	6.49
Pope John XXIII	5.14
Baptist Missionary	5.07
Univ of the South	4.16
Hood	4.00
Trinity (Toronto)	3.98
Colgate R/Bexley/Crozer	3.89
Grace	3.44
Claremont	3.42
Mount St. Alphonsus	3.39
Union (N.Y.)	3.25
Knox	3.20
Acadia	3.09
North American	3.04
Southeastern Baptist	2.99
Western Theological	2.91
Emmanuel (Johnson City)	2.86
Wycliffe	2.75
Boston Univ	2.64
St. Charles Borromeo	2.63
Louisville	2.60
Union (Richmond)	2.56
Hebrew (Cincinnati)	2.55
Mid-America	2.54
Phillips	2.53
Evangelical (Myerstown)	2.49
Episcopal S.W.	2.49
Mary Immaculate	2.48
United (New Brighton)	2.43
Lancaster	2.42
Sacred Heart	2.32
Columbia (Decatur)	2.27
New Brunswick	2.24

3 This figure represents the total of regular and short circulations (but not in-library use) during the reported week, divided by the number of students.

Emmanuel (Toronto)	2.17
Bethany/Northern	2.16
Lutheran (Philadelphia)	2.12
Assemblies of God	2.02
Trinity (Deerfield)	1.93
Dallas	1.90
DeAndreis	1.88
Trinity Lutheran	1.87
Western Conservative	1.83
Pittsburgh	1.82
St. Augustine	1.79
St. Mary (Cleveland)	1.77
Lutheran (Gettysburg)	1.71
Bangor	1.66
Western Evangelical	1.60
St. Paul (St. Paul)	1.58
St. Meinrad	1.58
Associated Mennonite	1.58
Biblical (Hatfield)	1.54
Emory	1.52
Methodist	1.47
New Orleans	1.46
St. Francis (Milwaukee)	1.41
Concordia (Ft. Wayne)	1.32
Huron	1.31
General	1.27
Christian	1.23
Conception	1.22
Lincoln	1.20
Kenrick	1.20
Christ the King	1.20
Bethel	1.17
Fuller	1.13
Mount St. Mary (Norwood)	1.12
Hebrew (L.A.)	1.12
Brite	1.08
Columbia Grad (Columbia)	1.06
Eastern Mennonite	1.03
Dubuque Schools of Theol	1.02
St. John (Winnipeg)	0.96
Ashland	0.92
Catholic Theological Union	0.90
Talbot	0.89
Eastern Baptist	0.89
Christ (Seminex)	0.82
St. Mary (Mundelein)	0.70
St. Michael	0.61
Oblate (San Antonio)	0.55
St. Vladimir	0.48
Payne	0.26
St. Louis	0.04

### Ratio of I.L.L. Sent to I.L.L. Received

Union (N.Y.)	40.68
Knox	28.67
St. John (Brighton)	24.25
Trinity (Toronto)	21.00
Meadville	17.63
Yale	15.93
Regis	14.50
Trinity Lutheran	12.22
St. Mary (Mundelein)	12.15
Catholic Theological Union	11.60
Bangor	9.88
Iliff	9.13
St. Charles Borromeo	7.44
Phillips	7.09
Anderson	6.95

New Brunswick	6.72
Christ the King	6.10
Harvard	6.04
North American	5.66
DeAndreis	5.56
Wesley	5.45
Southwestern Baptist	5.34
Pittsburgh	5.26
Colgate R/Bexley/Crozer	5.15
St. Michael	4.85
Lutheran (Philadelphia)	4.71
Oral Roberts	4.65
Lexington	4.56
Bethany/Northern	4.51
Mount St. Mary (Norwood)	4.41
Asbury	4.22
Christ (Seminec)	3.37
St. Meinrad	3.34
General	3.33
Emory	3.10
Univ of the South	3.03
Lancaster	2.94
Concordia (Ft. Wayne)	2.92
United (New Brighton)	2.88
United (Dayton)	2.87
Eastern Baptist	2.85
Southeastern Baptist	2.80
Payne	2.77
Virginia	2.76
St. Mary (Cleveland)	2.71
Hebrew (Cincinnati)	2.69
St. Paul (Kansas City)	2.67
Harding	2.51
Western Evangelical	2.46
Boston Univ	2.43
Andover Newton	2.43
Bethel	2.35
Graduate Theol Union	2.21
Vanderbilt	2.09
Drew	2.00
St. Paul (St. Paul)	1.98
Calvin	1.90
Central Baptist	1.87
Talbot	1.84
Union (Richmond)	1.83
Covenant	1.77
Golden Gate	1.73
Kenrick	1.70
Brite	1.69
Louisville	1.62
Seventh Day Adventist	1.60
Conception	1.57
Christian	1.45
Eden	1.32
Mary Immaculate	1.25
Columbia (Decatur)	1.24
Huron	1.19
Eastern Mennonite	1.16
Pontifical Josephinum	1.15
Wycliffe	1.14
Reformed	1.12
St. Vincent	1.07
Evangelical (Myerstown)	1.06
Emmanuel (Johnson City)	1.01
Calvary Baptist	1.00
Univ of Dallas	0.95
Luther/NW	0.94
Episcopal/Weston	0.92
Memphis	0.86
Assemblies of God	0.84
Western Theological	0.82

Trinity (Deerfield)	0.81
St. Mary (Baltimore)	0.79
Wilfrid Laurier	0.78
Nashotah	0.78
Fuller	0.74
St. Thomas (Houston)	0.67
St. Leonard	0.67
Methodist	0.67
Hebrew (L.A.)	0.67
Harford	0.67
St. John (Camarillo)	0.65
St. Vladimir	0.62
Oblate (San Antonio)	0.62
Trinity (Ellendale)	0.58
Dallas	0.58
Claremont	0.56
Lutheran (Columbia)	0.50
Baptist Missionary	0.50
Maryknoll	0.45
Grace	0.43
Alliance	0.39
St. John (Collegeville)	0.34
Dubuque Schools of Theol	0.34
Chicago Theol Sem	0.31
Associated Mennonite	0.30
New Orleans	0.24
Biblical (Hatfield)	0.24
Columbia Grad (Columbia)	0.21
Western Conservative	0.18
Ashland	0.18
St. Francis (Milwaukee)	0.17
Mennonite (Fresno)	0.05
Southern Baptist	0.03
Lincoln	0.02
St. Andrew	0.00
Christian & Missionary All.	0.00

#### Ratio of Books to Circulation<sup>4</sup>

Payne	2,569.29
St. Mary (Mundelein)	1,359.43
New Brunswick	938.15
General	917.12
DeAndreis	913.68
Hebrew (Cincinnati)	897.69
Conception	882.28
St. Vladimir	840.00
Hebrew (L.A.)	757.89
St. Charles Borromeo	713.44
Brite	676.43
Billy Graham Center	640.45
Pittsburgh	614.32
Oblate (San Antonio)	614.04
St. Francis (Milwaukee)	495.84
Mary Immaculate	495.17
Bangor	490.75
Union (N.Y.)	489.99
Christ the King	478.80
Mount St. Mary (Norwood)	470.18
St. Louis	457.62
Kenrick	441.39
Catholic Theological Union	441.28
St. Mary (Cleveland)	430.44
Lutheran (Philadelphia)	412.12
Evangelical (Myerstown)	408.54

4 This figure is not itself significant; a relatively low figure represents high circulation in proportion to the size of the collection.

St. Paul (St. Paul)	405.06
Mount St. Alphonsus	403.56
Episcopal S.W.	388.59
Lancaster	370.01
Eastern Baptist	366.39
Colgate R/Bexley/Crozer	363.71
Associated Mennonite	355.89
Wycliffe	353.66
Dubuque Schools of Theol	346.03
Lutheran (Gettysburg)	344.03
Phillips	334.47
St. Augustine	317.99
Christ (Seminex)	287.07
Bethany/Northern	269.02
St. Thomas (Houston)	262.07
Western Theological	256.21
Bethel	238.92
Christian	238.38
Knox	233.51
Union (Richmond)	229.71
Biblical (Hatfield)	224.20
Methodist	220.26
St. Meinrad	212.38
Emmanuel (Johnson City)	206.43
Sacred Heart	202.24
Univ of the South	198.89
Dominican	193.55
Ashland	178.84
Western Evangelical	170.89
Claremont	170.20
Boston Univ	161.44
Louisville	152.60
North American	149.66
Regis	149.27
United (New Brighton)	145.37
Trinity Lutheran	144.39
Columbia (Decatur)	143.45
Huron	143.11
Concordia (Ft. Wayne)	141.57
Baptist Missionary	140.92
St. Michael	140.84
Pope John XXIII	137.00
St. John (Winnipeg)	128.74
Hood	126.55
Emmanuel (Toronto)	125.55
Acadia	121.46
Mid-America	113.10
New Orleans	112.24
Trinity (Toronto)	106.68
Fuller	101.24
Assemblies of God	100.26
Eastern Mennonite	93.26
Mennonite (Fresno)	91.39
Lincoln	87.39
Vancouver	82.21
Columbia Grad (Columbia)	67.34
Trinity (Deerfield)	65.18
Talbot	58.41
Emory	55.93
Dallas	49.63
Western Conservative	47.67
Southeastern Baptist	45.59
Maryknoll	40.49
Grace	38.53

### Cost per Circulation<sup>5</sup>

Billy Graham Center	3,004.49
St. John (Winnipeg)	2,573.44
Hebrew (Cincinnati)	1,672.51
Oblate (San Antonio)	1,105.26
St. Vladimir	1,081.08
Brite	1,003.43
Hebrew (L.A.)	917.64
Christ (Seminex)	867.80
DeAndreis	860.26
St. Mary (Mundelein)	786.68
Pittsburgh	569.48
Catholic Theological Union	569.10
Mount St. Mary (Norwood)	567.54
St. Charles Borromeo	556.07
Episcopal S.W.	527.26
Conception	518.66
Dubuque Schools of Theol	518.12
New Brunswick	500.28
Emory	495.47
St. Mary (Cleveland)	495.43
St. Paul (St. Paul)	487.97
Lutheran (Philadelphia)	484.94
Union (Richmond)	479.68
Phillips	477.93
Mary Immaculate	465.76
Union (N.Y.)	453.20
Methodist	432.88
Kenrick	428.16
Christ the King	426.89
Wycliffe	410.57
Bangor	409.99
St. Louis	395.73
Associated Mennonite	394.99
Emmanuel (Johnson City)	388.09
Lutheran (Gettysburg)	377.67
St. Michael	371.18
Mount St. Alphonsus	345.57
Bethel	330.05
St. Thomas (Houston)	319.40
Lancaster	315.02
Evangelical (Myerstown)	313.73
Western Evangelical	311.08
Trinity Lutheran	309.45
Eastern Baptist	309.23
Graduate Theol Union	287.12
St. Meinrad	285.81
Louisville	284.78
Knox	277.68
Mid-America	276.84
Mennonite (Fresno)	273.14
Dominican	270.40
Assemblies of God	269.12
Baptist Missionary	263.31
Eastern Mennonite	262.96
Biblical (Hatfield)	261.17
Colgate R/Bexley/Crozer	260.25
Emmanuel (Toronto)	242.29
Fuller	240.49
North American	234.28
Hood	232.14
Columbia (Decatur)	226.53
Christian	226.01
Boston Univ	224.83

<sup>5</sup> Total expenses divided by total (one week) circulation. The figure itself is not significant; relatively lower figures may represent greater "efficiency."



United (New Brighton)	216.40
Concordia (Ft. Wayne)	215.32
Huron	191.62
Columbia Grad (Columbia)	191.07
Trinity (Deerfield)	189.08
Trinity (Toronto)	155.05
Western Conservative	154.03
New Orleans	148.34
Dallas	127.64
Regis	127.44
Talbot	119.84
Pope John XXIII	115.95
Lincoln	112.33
Grace	94.21

Christ the King	-26.52
Western Evangelical	-26.85
St. Louis	-28.06
Knox	-28.80
Univ of the South	-29.00
Brite	-30.00
St. Charles Borromeo	-30.77
Talbot	-32.37
Conception	-32.47
St. Michael	-34.82
St. Francis (Milwaukee)	-35.26
Dubuque Schools of Theol	-36.18
Mount St. Mary (Norwood)	-37.78
Associated Mennonite	-61.37
St. Vladimir	-89.04

### % Increase in Circulation

Pope John XXIII	%102.36
New Orleans	80.13
Dominican	68.13
Eastern Mennonite	65.94
Hood	61.98
Regis	55.53
Sacred Heart	49.19
United (New Brighton)	42.80
Trinity Lutheran	39.53
Ashland	38.70
Trinity (Toronto)	34.11
Bangor	26.96
Mount St. Alphonsus	23.53
Kenrick	22.50
Phillips	18.89
Christ (Seminex)	18.18
Louisville	11.07
Claremont	10.23
Wycliffe	9.82
Mid-America	8.87
St. John (Winnipeg)	7.64
Huron	7.05
Assemblies of God	5.50
Columbia Grad (Columbia)	2.47
Baptist Missionary	2.42
St. Augustine	0.97
Bethany/Northern	-0.41
Bethel	-0.49
St. Mary (Cleveland)	-2.94
St. Paul (St. Paul)	-4.24
Christian	-4.63
Lancaster	-4.87
Hebrew (L.A.)	-5.00
Emory	-5.28
Colgate R/Bexley/Crozer	-6.40
Union (N.Y.)	-9.27
Emmanuel (Toronto)	-9.82
Methodist	-10.54
Union (Richmond)	-10.68
North American	-10.95
Eastern Baptist	-11.07
Western Conservative	-11.78
Concordia (Ft. Wayne)	-12.56
Southeastern Baptist	-13.29
Emmanuel (Johnson City)	-13.70
Boston Univ	-13.86
Pittsburgh	-14.01
Lutheran (Philadelphia)	-15.04
Evangelical (Myerstown)	-17.74
Catholic Theological Union	-21.83
St. Meinrad	-22.05
Lutheran (Gettysburg)	-22.37
Lincoln	-22.37

## **Report of the Ad Hoc Committee on Relationships with Learned Societies**

Highlights of our work this year include:

### **Progress with Religious Studies Review (RSR)**

John Bollier (Yale Divinity School Library) is making progress in developing a network of reviewers for major reference and bibliographic works for RSR. Guidelines for reviewers are now complete and coming issues of RSR will regularly include these contributions. Please contact John Bollier if you would like to be considered in this ongoing service or have a title to nominate for review.

### **Assistance to the Society of Biblical Literature (SBL)**

During the past year the committee was tapped for several projects of SBL. We contributed to the SBL Centennial Publication Series on Biblical Scholarship in North America. We were also asked to serve on a review panel which is reviewing the procedures, policies, and location of the SBL archives.

### **ATLA Display at 1981 AAR/SBL Annual Meeting in San Francisco**

Fay Dickerson again coordinated an ATLA display at the December 1981 meetings of AAR/SBL. Both the Indexing Board and the Board of Microtext shared in the exhibit.

### **Discussions with the American Society of Church History**

The American Society of Church History was founded in 1888 and is making plans for its centennial celebration. The committee suggested to Carl Bangs, Chairperson of the Centennial Planning Committee, that a number of theological librarians would be interested in participating in the centennial program in 1988 as well as contributing to publication projects that might be part of the celebration.

Dr. Bangs has responded most positively and has asked for a roster of our ideas.

If you have suggestions for the centennial program and, more particularly, if you would like to be involved in the centennial projects, please write Andy Scrimgeour (Iliff School of Theology; 2291 S. University Blvd., Denver, C O 80210) no later than 15 August 1982. These will be forwarded to the Centennial Planning Committee in time for their fall meeting.

We would like to register:

Appreciation for two areas of ATLA action related to two recommendations in our 1981 report: (a) Inclusion of bibliographic papers in the annual conference program. We trust that Fr. Lynch's contribution this year will encourage theological librarians to also prepare bibliographic presentations. (b) Adding a "call for papers" to the preparation for the annual ATLA program. Such a "call" for 1983 was published in the February 1982 ATLA Newsletter, and we applaud.

A request that ATLA members who are active in the various learned societies send news items of their presentations and publications to Donn Michael Farris so that these contributions might be listed in the Newsletter.

And finally:

During the course of the coming year we will be exploring with the Board of Directors where the concerns of this committee should be lodged in the new structure of the Association.

Donald M. Vorp  
Louis Charles Willard  
Andrew D. Scrimgeour, Convenor

## **Report of the ATLA Representative to the Council of National Library and Information Associations**

The Council of National Library and Information Associations met on December 4, 1981 at the Williams Club, New York City, and May 7, 1982, at the Conference Center of the Carnegie Endowment for International Peace, Rockefeller Center, New York. James Irvine, ATLA Representative, attended for ATLA.

### **Anniversary**

To mark its fortieth anniversary, the Association notes its many contributions to librarianship since 1942. The organization was the initiator of the American National Standards Committee Z39 and remains the secretariat (see below). Z39 is a major influence in the formulation of national standards for libraries, publishers, and authors, etc. The Bowker Annual is the outgrowth of a CNLIA project and continues to provide the library world with invaluable information. In 1948 the association founded the U.S. Book Exchange, now known as the Universal Serials and Book Exchange, which has grown into an independent agency of international stature. CLENE (Continuing Library Education Network and Exchange) is another valuable program, started by CNLIA. All of these ventures have grown into independent agencies. Among the current interests of the association the most important are the Joint Committee of Copyright Law Practice and Implementation, which is monitoring the results of the King surveys and the five-year review of the new copyright law, set for 1983.

### **New Members**

Two new associations have joined CNLIA: Chinese-American Librarians Association (Dec. 1981), and the National Librarians Association (May 1982).

### **Specialized Cataloguing**

The Joint Committee on Specialized Cataloguing, chaired by Margaret Axtman (American Association of

Law Libraries), had completed three cataloguing manuals: graphic materials, manuscripts, and archival film. The Library of Congress will publish the manuals later this year.

### **ANSI Z39**

Robert Frase, Executive Director of Z39, is retiring July 1; his successor has not been named. Plans to incorporate may be realized in December, at which time CNLIA will remain a participant but relinquish its secretariat, and Z39 will operate independently.

### **NCLIS**

Attempts by the Reagan administration to eliminate funding for the National Commission on Libraries and Information Science prompted the association to adopt a resolution of support at the May 7, 1982, meeting which the chairman, John Corrigan, sent to President Reagan, and the appropriate congressmen, Harrison Schmitt (New Mexico), Robert Stafford (Vermont), and William Natcher (Kentucky).

### **New Directions**

The Association had voted to establish a joint committee "to study the needs of the small and medium sized library associations and to seek solutions to those needs which are discovered." Areas to be studied may include publications, expenses, shared and contracted services, staff requirements, cooperative ventures and funding sources.

Members of ATLA should be especially interested in this venture as our association will be a direct beneficiary of the program. The chairman of the association for the next two years is Dr. David Bender, Executive Director of the Special Libraries Association, a person equipped to direct a study on the needs of small and medium sized library associations.

James S. Irvine  
ATLA Representative

**Report of the ATLA Representative  
to the American National Standards Institute,  
Z39 Committee**

The American National Standards Committee Z39 on Library and Information sciences and related practices has been in existence for more than 40 years. ANSI Z39 continues to be very active, with new standards being devised and old ones being reviewed and revised.

The annual meeting of ANSI Z39, which I attended as the representative of ATLA, was held April 29, 1982, at the Library of Congress. Reports were given by the various subcommittees on the status of their preparation or revision of standards.

Robert W. Frase who had been Executive Director for many years will be retiring. A search committee is at work looking for a replacement for Mr. Frase.

Further information about ANSI Z39 and its activities can be obtained through their newsletter "Voice of Z39". Anyone wishing to receive it should contact:

Robert W. Frase, Executive Director  
American National Standards Committee Z39,  
U.S. Department of Commerce,  
National Bureau of Standards,  
Administration Building, Room E 120,  
Washington, D.C. 20234

For a listing of standards available from ANSI Z39 contact:

American National Standards Institute, Inc.  
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Warren S. Kissinger

## **Report of the Board Representative for Contact with Foundations**

During the year I maintained our proposal request with the Arthur Vining Davis Foundations for support of a training program for ATLA consultants. I have been informed that it is one of 4,000 pending requests with the Foundations, but that it appears competitive, and we will hear after the meeting of the trustees.

I had an interview with the Luce Foundation representative in New York in April. We are invited to request funding for support of the development of a central ATLA office and executive directorship. The next round of funding is in the fall.

Prospects for raising money for a massive preservation program are not good at this time. After further development of plans, solicitation of commitment on the part of ATLA institutions, and refinement of the program of work, the funding procedures should become clear.

Fund-raising for an Association like this is not a job for a volunteer, unless Raymond Morris can be cloned. The executive secretary must be talented, tactful, and empowered, to do the job. I am grateful for my experience at this task, and will be available for consultation, if needed. I am more than happy to surrender the work to the Board.

John David Baker-Batsel

## **Report of the Steering Committee on the Preservation of Theological Materials**

The Steering Committee on the Preservation of Theological Materials met in Princeton, New Jersey, at the Princeton Theological Seminary, on April 29-30, 1982. In attendance were members Ronald Deering, Paul Mosher, Albert Raboteau, Andrew Scrimgeour, John Wilson, Richard Spoor (ex officio), Charles Willard (ex officio), and Doralyn Hickey, Chair. Absent was member Claude Welch.

Sessions of the meeting were held on April 29, 1982, from 8:30 a.m. to 12:30 p.m. and 1:30 p.m. to 5:00 p.m., and on April 30 from 8:00 a.m. to 12:30 p.m. Facilities for the meeting were provided in the Speer Library of Princeton Theological Seminary.

### **Background Information**

The sessions began with brief presentations by Charles Willard and Andrew Scrimgeour, detailing some of the procedures and results of a preliminary study of the deterioration of theological monographic materials (conducted at Princeton Theological Seminary) and a subsequent investigation of the overlap in the holdings of theological monographs, dated 1860 to 1929, in seminary libraries in the United States (conducted by the Ad hoc Committee for the Preservation of Theological Materials of the American Theological Library Association, Andrew Scrimgeour, Principal Investigator). The committee noted, from these presentations, that the problem of deterioration of materials published in the nineteenth and twentieth centuries is an all pervasive one, but that "public" perception of the dilemma is somewhat limited. Ways to overcome this limitation were discussed and the committee strongly urged Scrimgeour to develop one or two "popular" presentations of his data to be submitted to both library and theological journals for publication. It was also noted that the problem of preservation is being attacked by a number of groups, including the Association of Research Libraries, the law librarians, the Library of Congress, and the Center for Research Libraries.



Since both of the background reports concentrated on the condition of monographic materials, the question of the deterioration of periodical and serial publications was raised. The committee determined that further attention should be given to this matter and suggested that a similar study to the one reported by Willard might be conducted on periodicals from the same time period to discover whether similar patterns of deterioration exist.

### **Selection Criteria and Program Design**

Following the agenda prepared by the Chair, the committee moved to a discussion of criteria for selecting the materials to be preserved. In analyzing the preservation programs already underway, the committee noted five categories of effort:

- (1) preserving special collections of known strength and historical value
- (2) denominational programs to preserve archival materials
- (3) individual library procedures to preserve materials in high demand and noticeably poor condition
- (4) national-level projects, such as the "brittle books" program of the Library of Congress and the work of the ATLA Board of Microtext
- (5) programs in the commercial sector, particularly the production of microform, photoreproduced, or reprinted copies of materials deemed marketable

The committee agreed that a major focus of concern should be those materials not covered by the programs represented in points 1, 2, 3, and 5; that is, materials which will have to be preserved through individual library procedures if no coordinated program is introduced. As one facet of this type of effort, stress should be placed, the committee believed, on reporting local microform copying to the National Register of Microform Masters promptly and accu-

rately. There was also recognition that NRMM must be urged to make its listings more complete and, as soon as possible, available online.

Discussion turned to the question of what motives might persuade administrative staff and governing boards of seminaries to support a preservation program. Among those identified were the following:

- (1) the "collection development" motive--the holdings of some libraries could be considerably increased by microform copies of materials being preserved by older larger institutions
- (2) the "space-saving" motive--some libraries might be able to avoid costly new buildings or additions through the judicious replacement of hard copies by microforms
- (3) the "collection-saving" motive--libraries might acquire microform copies simply to be able to help assure the existence of the intellectual content of a large portion of major theological collections

It was recognized that the investment of funds in preservation-microform projects is not as visible a use of the monies as would be the case if it were directed toward the building of new library facilities. The expectation is, however, that if the institutions were assured of receiving a useful product (such as microform copies of deteriorating materials) as a result of their investment, they might be persuaded to participate.

### **Projection of a Model Program**

The committee explored the configuration of a possible model for implementing a preservation program for theological libraries. Based on information from the Scrimgeour report, it appears that a small cluster of theological libraries--perhaps as few as four--might provide copies of up to 80 percent of the monographic materials from the 1860 to 1929 time period. Two models were projected, the first using one library's collection as the focal point, and the second looking at a cooperative arrangement among

several libraries. While the cooperative model was in some way attractive, the committee favored the efficiency of the model in which one library would contribute the original copies of the materials to a preservation program that would make reproductions of them for other libraries to obtain. In particular, it was recognized that the model would be improved if the focal library also had relevant bibliographic data available in a form that would allow other libraries to know which titles were being preserved.

While most of the discussion centered about the preservation of materials by means of microform copies, the committee also considered alternative forms of preservation. It was believed that full-size copying would have the disadvantage of failing to save space, while current state of optical scanning/video disc technology suggests that it is not likely to be cost effective in the near future. By generating a microform master, the project could assure that reproductions in either film or fiche could be distributed; further, the microreproduction techniques would in no way preclude the transformation of the information by optical scanning at some later date.

After considerable discussion, the committee evolved a three-part program to attack the issue of deterioration of theological materials. Briefly outlined, the parts consisted of (1) coordinating and furthering the projects already underway to preserve denominational archives and special collections of strength in libraries and historical associations; (2) extending and systematizing the ATLA Board of Microtext's program for the microfilming of theological serials collections (including all types of serials: periodicals, newspapers, annuals, etc.); and (3) designing and implementing a program for the microfilming of theological monographs published 1860-1929--the period of maximum projected deterioration. Each of these parts will be discussed separately.

## **Project 1**

### **Coordination of Preservation Efforts in Denominational Archives and Special Theological Collections**

The committee recommends that a study group be formed to investigate the current programs to preserve denominational archives and special theological collections, with a view toward identifying areas of overlap or omission. In particular, it is suggested that the American Theological Library Association take the lead in forming a representative group of persons associated with theological libraries, historical studies in religion, religion archives, genealogical collections, and denominational college and university libraries. The group should reflect a variety of religious traditions, not merely Christian organizations.

The study group would be organized on the basis of suggestions for membership from a wide spectrum of appropriate bodies. Its purpose, initially, would be three-fold: (1) to develop a national assessment of the programs already underway to preserve archival and special collections related to theology and religion, indicating coverage and comprehensiveness of these programs; (2) to create a "promotional package" to stimulate among the group's constituencies a greater understanding of the need for systematic preservation of manuscript and archival materials representing the various religious traditions; and (3) to identify the additional preservation projects needed, assessing the level of finances required to accomplish them and aiding in locating possible sources of such support.

## **Project 2**

### **Preservation of Theological Serials**

The committee recommends that the work of the ATLA Board of Microtext in microfilming runs of theological periodicals be continued and, if feasible, expanded. In view of the fact that many religion archives contain newspapers, periodicals, and other serials, the Board of Microtext should continue to

coordinate its work with other appropriate agencies. In particular, the study group (see Project 1) formed to assess the preservation programs underway for special materials might cooperate with the Board of Microtext to help identify useful titles for filming and avoid duplication of preservation efforts in process or planned.

It is further recommended that a study be initiated, possibly under the aegis of the Board of Microtext, into the state of deterioration of serial publications, so that their longevity can be estimated in relation to the known condition of nineteenth and twentieth century monographs. Such a study would be helpful in discovering whether serial publications are deteriorating at a rate faster than, the same as, or slower than that for monographs. The results could be useful in determining priorities in selecting materials for preservation.

### **Project 3**

#### **Preservation of Theological Monographs**

As noted previously in this report, the committee considered two possible models for a preservation program directed toward theological monographs in the 1860-1929 period. The first postulated a centralized structure utilizing the resources of a very strong theological seminary library that has a published list of its holdings. This was clearly the preferred model, in view of its simplicity and efficiency. The second model assumed a cooperative structure, with several strong libraries working together to share responsibility for preserving certain sections of their collections, again using a published bibliographic listing as a means of identifying the titles to be preserved.

The focus of the project would be to microfilm systematically a large proportion of the theological monographs in the 1860 to 1929 publication period, beginning with those held by the "central library" (defined to be the strong seminary library that agrees to make its collection available for micro-filming). Support for the project would be obtained

through a combination of contributions from the libraries expected to benefit from the program, grant funds, and profits from sales of resulting microforms. It was calculated that approximately \$5,000,000 could be raised from the participating libraries over a ten-year period, if 10 libraries were to provide \$15,000 per year, 20 libraries at \$10,000 per year and 30 libraries at \$5,000 per year. The "product" of the effort would be microfilm masters, capable of producing positive microfilm and microfiche for distribution to participants in proportion to their contributions to the project.

The committee recommends that a task force be created to develop the basic structure for such a project and to create a "promotional package" to generate support for the project. In the case of the "package," the intent would be that it (1) outline the nature of the deterioration of monographic materials (with examples), (2) discuss the disparate nature of preservation efforts underway, (3) illustrate the model projected for making the preservation of theological monographs more systematic and predictable, and (4) show the amount and distribution of funds needed to make such a model feasible.

Although the details of the structure would have to be made precise during the next year (June 1982 to June 1983), it is expected that the project might have some of the following characteristics:

- (1) A separate legal structure, to assure proportional ownership of the microfilm masters and provide, if necessary, for the orderly dissolution of the project and assignment of the rights to the masters.
- (2) On-site filming of the materials, funded by the contributions of the participants but contracted to a commercial agency (thereby avoiding the acquisition of expensive equipment, etc., for the filming process).
- (3) A central "governing body" to determine the priorities to be observed in filming the

materials and to rule on possible exceptions to the priority order in special instances.

- (4) A procedure for getting materials not in the "central library" into the project, either as part of the basic project itself or (at a special price) outside the scope of the project.
- (5) Provision of a "product" for the participating libraries, possibly in the form of a choice of positive copies of items filmed, based on the amount of the contribution to the project made by the library. (For example, assuming that it costs about \$60.00 per title to create the master film, a library contributing \$15,000 to the project could expect to choose about 250 titles from the output of the project to receive without charge.)
- (6) A marketing plan, whereby the output of the project might be packaged in an attractive manner to stimulate sales to other libraries. (It was suggested that individual titles might also be made available for purchase, using the central library's bibliographic list as a means of notification about items being filmed.)
- (7) An office staff for carrying out the project, including an office manager, marketing staff, a professional to supervise the bibliographic control of items being filmed, a clerk, etc.
- (8) Provision for the safe storage of the microfilm masters, either with the filming agency or in a storage area obtained by the participants.

The committee believes that such a model is feasible and might be attractive to outside funding agencies both at the national and at the local level. A primary goal of the "promotional package" would be to stimulate this kind of support.

The recommended task force for establishing the basic components of the project and developing the promotional package could exist under the sponsorship of the ATLA Board of Directors, could continue as a subcommittee of the Steering Committee (if the Steering Committee is reestablished for another year), or could be related to the ATLA Board of Microtext. The committee wishes to make no recommendation concerning the proper location of the task force, but it stands ready to continue as a "parent" to the task force if such a role seems desirable.

Doralyn J. Hickey, Chair



MEMBER OF  
AMERICAN INSTITUTE OF  
CERTIFIED PUBLIC ACCOUNTANTS  
TEXAS SOCIETY OF  
CERTIFIED PUBLIC ACCOUNTANTS

SANO A J. HENSLEY  
CERTIFIED PUBLIC ACCOUNTANT  
4252 NORWICH  
FORT WORTH, TEXAS 76109

June 17, 1982

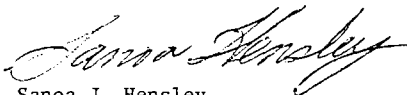
American Theological Library Association  
5600 South Woodlawn Avenue  
Chicago, Illinois 60637

Notes on Treasurer's Report:

The Treasurer's records are maintained on the cash basis and reflect assets and equities resulting from investment interest received directly by the Treasurer, cash disbursed by the Treasurer and cash receipts from other activities of the Association as reported to the Treasurer by Association members. Complete records relating to the source of cash receipts other than interest income are not in the custody of the Treasurer of the Association.

The Treasurer's cash receipts and cash disbursements records have been reviewed for the fiscal year which ended April 30, 1982, and have been found to be in order. The Association has never capitalized amounts expended for equipment or for preparation of indexes and microfilm negatives. Therefore, any assets acquired by the corporation during the fiscal year which ended April 30, 1982, have likewise not been capitalized. No attempt was made to determine the correctness of classification of charges made to the various accounts.

The accompanying report states the cash position of the American Theological Library Association as reflected by the Treasurer's records.



Sanoa J. Hensley  
Certified Public Accountant

**American Theological Library Association**  
**Treasurer's Records**  
**Statement of Assets, Liabilities, and Fund Equities**  
**Resulting from Cash Transactions**  
**April 30, 1982**

Bank--University Bank, Fort Worth, TX	\$10,962.92	
Bank--Continental Bank, Chicago, IL	29.28	
Money Market Fund--Shearson/ American Express, Fort Worth, TX	123,937.70	
	-----	
<b>Total Assets</b>		<b>\$134,929.90</b> =====

**Liabilities:**

Payroll Account--Continental Bank Chicago, IL	\$1,700.37	
Illinois Unemployment Insurance Payable	1,370.00	
Dues Received in Advance	3,857.52	
	-----	
<b>Total Liabilities</b>		<b>\$6,927.89</b>

**Fund Equities:**

General Fund Equity	\$38,751.94	
Index Fund Equity	85,576.63	
Microtext Fund Equity	3,673.44	
	-----	
<b>Total Fund Equities</b>		<b>\$128,002.01</b> -----
 <b>Total Liabilities and Fund Equities</b>		 <b>\$134,929.90</b> =====

**American Theological Library Association  
Treasurer's Records  
Statement of Cash Receipts and Disbursements  
and Changes in Fund Equities  
for the Fiscal Year Ended April 30, 1982**

	Fund			
	General	Index	Microtext	Total
Receipts:				
Sales	520.69	379,428.68	25,114.14	405,063.51
Dues:				
Personal	14,307.08			14,307.08
Institutional	19,535.41			19,535.41
Interest	4,971.35	4,835.13	1,090.82	10,897.30
NEH Grant		46,736.10		46,736.10
1981 Conference	3,910.95			3,910.95
Reserve Funds				
(Scholars Pr.)	536.00		6,152.76	6,688.76
Reserve Funds (ATS)		24,000.00	15,000.00	39,000.00
COMPORT			11,206.65	11,206.65
Other		820.64		820.64
<b>Totals</b>	<b>43,781.48</b>	<b>455,820.55</b>	<b>58,564.37</b>	<b>558,166.40</b>
=====				
Disbursements:				
Wages		215,577.30		215,577.30
Payroll Taxes		15,746.15		15,746.15
Employee Fringe				
Benefits		10,370.11		10,370.11
Microfilming			62,335.12	62,335.12
Printing &				
Publishing	3,713.62	42,984.53	212.00	46,910.15
Travel	6,584.27	9,095.11	2,279.99	17,959.37
Phone, Postage,				
Supplies	1,396.23	18,362.88		19,759.11
Clerical	587.07			587.07
Prof. Services/				
Consultants	366.50	770.50	105.50	1,242.50
Committee Expense	2,756.06			2,756.06
Honoraria	4,600.00	400.00	250.00	5,250.00
Computer Services		70,686.43		70,686.43
Equipment		583.76		583.76
Equipment Maintenance		943.86		943.86
Advertising		1,844.66		1,844.66
Dues	270.00	790.00		1,060.00

**Statement of Cash Receipts and Disbursements  
and Changes in Fund Equities  
for the Fiscal Year Ended April 30, 1982  
(continued)**

	Fund			Total
	General	Index	Microtext	
Disbursements (continued):				
Statistical Records	371.02			371.02
Rent		6,462.00		6,462.00
Microfiche		5,270.09		5,270.09
Insurance		752.00		752.00
Consultation Program	635.80			635.80
Royalties		2,756.60		2,756.60
Preservation				
Steering Comm.	1,006.65		1,006.64	2,013.29
Other	809.94	1,929.06	15.00	2,754.00
	<hr/>			
Totals	23,097.16	405,929.06	66,204.25	494,626.45
	<hr/>			
Change in Fund Balance	20,684.32	50,495.51	(7,639.88)	63,539.95
Equity Balance at 4-30-81	18,067.62	35,081.12	11,313.32	64,462.06
	<hr/>			
Equity Balance at 4-30-82	38,751.94	85,576.63	3,673.44	128,002.01
	<hr/>			

**American Theological Library Association  
General Operating Budget  
1982/1983**

	<u>Line Items 1982/83</u>	<u>Approved Budget 1982/83</u>	<u>Budget 1981/82</u>	<u>Actual 1981/82</u>
<b>Revenue:</b>				
Dues		33,500	31,000	33,842
Sales		1,000	1,000	521
Interest		4,000	1,000	4,971
Reserve Funds (Scholars Press)			500	536
1981 Conference				3,911
1982 Conference				
Total		----- 38,500 =====	----- 33,500 =====	----- 43,781 =====
<b>Disbursements:</b>				
Publication		12,360	(6,200)	(3,713)
Proceedings	9,160		3,000	843
Newsletter	3,200		3,200	2,870
Bd. of Directors/ Committees		11,650	(12,050)	(8,560)
Travel	6,000		7,500	5,349
Phone, Postage, Supplies, Clerical	500			455
Committee Expense	5,150		4,550	2,756
Executive Secretary		8,100	(8,900)	(5,869)
Travel	1,500		2,000	1,235
Phone, Postage, Supplies, Rent	1,600		1,900	1,047
Clerical	2,000		2,000	587
Honorarium	3,000		3,000	3,000
Other Honoraria		1,600	(1,600)	(1,600)
Recording Secretary	450		450	450
Editor	900		900	900
Treasurer*	250		250	250
Consultation Program		1,000	900	636

**General Operating Budget  
1982/1983  
(continued)**

	<b>Approved Budget <u>1982/83</u></b>	<b>Budget <u>1982/83</u></b>	<b>Actual <u>1982/83</u></b>
Preservation Program			
Steering Committee	1,500		
Statistical Records	215	500	371
Professional Services (CPA)	500	400	367
Dues	270	(270)	(270)
ANSI Z39	200	200	200
CNLIA	70	70	70
Miscellaneous	1,305	1,000	705
Undesignated Reserve		1,680	1,007
Total	----- 38,500 =====	----- 33,500 =====	----- 23,098 =====

\*The Index Board pays \$400 and the Microtext Board pays \$250 towards the treasurer's honorarium, making a total honorarium of \$900.

Rev. at Post-Conf. Bd. Mtg., 6-25-82

**American Theological Library Association  
Committee Operating Budget  
1982/1983**

	<b>Line Items</b>	<b>Budget</b>	<b>Actual</b>
<b>Committee</b>	<u>1982/83</u>	<u>1981/82</u>	<u>1981/82</u>
Annual Conferences		50	14
Bibliographical Systems	500	150	
Collection Evaluation and Development	1,500	500	457
Library Materials Exchange		200	215
Membership		100	41
Nominating Program	50 1,500	50 1,500	924
Publication	1,100	1,800	1,009
Reader Services	500	200	96
	-----	-----	-----
Total	5,150	4,550	2,756
	=====	=====	=====

## Report of the Program Committee

In response to the Task Force '81 Report, President Campbell, on direction from the June 26, 1981 meeting of the Board of Directors, appointed a Program Committee consisting of Michael Boddy (4 year term), Sara Mobley (5 year term) and Erich Schultz (3 year term). Vice-President Bob Dvorak was appointed chairman of the Committee for the first year to facilitate the transition. The Committee met on January 4-5, 1982 in Toronto with President Campbell present for the first part of the meeting. The Committee is to meet twice annually, once at the Annual Conference and once at mid-winter in the host city of the next Annual Conference.

The agenda for this first meeting included a review of Conference programs in past years with an examination of recent Proceedings, examination of methodology and identification of program blocks, examining the recommendations of the Task Force '81 Report, especially as it relates to continuing education hours. The Committee also reviewed the plans for the 1982 Conference with Vice-President Dvorak.

The Program Committee adopted a tripartite structure. Erich Schultz will be the presiding member and serve as liaison between the Committee, the Board of Directors and the Executive Secretary; Sara Mobley will be responsible for conference programing and Michael Boddy for continuing education.

Plans were formulated to incorporate a continuing education component into the Annual Conference. In 1983 this would be only one day but in future years it could be two days before or after the Conference. Some persons, in a given year, may wish to attend both functions; others may wish to attend only the Conference as they have done in the past.

Throughout the discussions, it was evident that many ideas were still in formative stages and that the Committee's comments and concerns regarding responsibilities and relationships required discussion and action by the Board of Directors. As reported in the February 13, 1982 Newsletter, the Board discussed



the responsibilities of the Program Committee, its relationship to the standing committees and to the Board of Directors. This will be one topic among others, to be discussed at a joint meeting of the Board of Directors, the Program Committee and the Chairpersons of standing committees just prior to the Toronto Conference. An update will be given at the session on Wednesday, June 23.

Michael Boddy  
Sara Mobley  
Erich Schultz, Chair

## Report of the Archivist

(This report was presented orally and has been transcribed from the conference tapes.--editor)

The archives has received over the last decade forty-seven boxes and packages of materials from a sizeable number of individuals who have served the Association. Forty of these boxes have been processed to date in the archives and the archival staff has informed me the other seven should be completed by the end of this summer. I have a guide to the materials that are completed and would be glad to show it to anyone interested.

Very briefly the material covers both manuscript and published documents as well as all kinds of non-print media. It is from approximately thirty officers who have served in one fashion or another: executive secretaries, treasurers, presidents and chairpersons and represents the work of twenty six different committees and task forces.

I would like at this time to plead with you that if any of you have served committees in the past or still have presidential papers you have not turned in to please send them to the Presbyterian Historical Society. If any of you have good photograph collections from previous meetings and can identify them--we do not want them if they are not identified--we would be delighted to have those for part of the archives also.

Gerald W. Gillette,  
Archivist

## Report of the Library Materials Exchange Committee

My activities this past year consisted of the following:

- (1) I verified eligibility of those on the list received from the previous chairperson, deleting those institutions that had not paid their membership dues.
- (2) I sent reminder letters to those who had not sent out a list in the preceding 18 months that they must either do so or be dropped from the Materials Exchange List.
- (3) I mailed a set of address labels to each eligible participating library.
- (4) I maintained a copy of each list received from participating libraries, for monitoring purposes.
- (5) I have maintained almost monthly correspondence with the ATLA Executive Secretary, Al Hurd, regarding additions, deletions, and other changes.

The revised mailing list identified 138 eligible participants. From November 1981 through May 1982, fifty-one (51) exchange lists were received.

Lucille Hager  
Jane A. Lawson  
Roger M. Williams, Chair

## Report of the ATLA Membership Committee

The Membership Committee met during last year's annual conference in St. Louis. During this year of transition, the Committee has worked closely with the executive secretary.

During the past year these steps were taken to promote membership growth and retention: 1) sent letter of invitation and brochures to the 28 ATS Schools of Theology not in ATLA; 2) sent letters of invitation and brochures to individuals suggested by ATLA members; 3) continued the membership application in the ATLA Newsletter; and 4) wrote a member of each of the 10 Theological Library Consortia asking them to represent the Membership Committee to their Consortium members and sent brochures to the members who agreed to help.

The 1982 membership report is as follows:

<u>Categories</u>	<u>Ap 1'81</u>	<u>Additions</u>	<u>Losses</u>	<u>Ap 1'82</u>	<u>Net</u>
Full	299	23	24	298	-1
Full Retired	46	0	1	45	-1
Associate	87	8	14	81	-6
Student	23	10	10	23	0
Honorary	4	1	1	4	0
Institutional	148	7	1	154	+6
Interim Insti.	6	2	1	7	+1
	====	====	====	====	====
Totals	613	51	52	612	-1

One-sixth of the membership changed. One-twelfth of our membership is new. Overall, we are down one member from last year. The most significant shifts have occurred in the associate and institutional categories. In looking at the institutional members, we have enlisted basically small libraries which pay the basic \$50.00 membership fee. Also, there are several member libraries whose staff members do not belong to ATLA. The membership form in the Newsletter continues to produce good results, and the brochure is most helpful.

The Membership Committee would like to encourage each ATLA member to be constantly aware of potential ATLA members, to encourage them to join, and to send the executive secretary names of potential members in all categories.

Michael Thornton  
Judy Knop  
Kay Stockdale, Chair

## Report of the Annual Conference Committee

I am able to report at this time that the next annual conference will be at Union Theological Seminary in Virginia, at Richmond, for the dates of June 20-24, 1983. We wish to thank Dr. John Trotti for extending the invitation to ATLA to conduct the conference in Richmond.

The American Theological Library Association is presently in communication with other ATLA institutions for the 1984 and 1985 annual conferences.

During the past year we have also pursued the question of the Edinburgh Tour for 1985. If the ATLA membership wishes to pursue the question, the tour would hopefully commence at the end of the 1985 annual conference. The size of the tour would depend on the number of reservations. The tour could begin at Edinburgh and extend to the south, in England, and then to the west, in Wales and Ireland (with an airplane departure from Shannon Airport). Some of the possible sites to be visited could be: Edinburgh, York, London, Oxford, Cambridge, Canterbury, Chester area in the northwest, Holyhead, Wales, and Dublin, Ireland. The tour probably should be of a three week duration.

At some point before the tour begins, it would be necessary to pay at least \$100.00 up front for each individual's airplane reservation. At that time it would seem advisable to reserve the needed number of seats on a commercial flight. That situation could change in a few years; however, it is not to be expected. The current (June 1982) round trip airfare would be \$634.00 from New York City to Shannon to Edinburg and from Shannon to New York City. This price will increase by June and July of 1985. There would also be a cost for surface transportation which would include chartered buses (probably small buses) in Scotland, England, Wales, and Ireland and ferry transportation from Holyhead, Wales across the Irish Sea to Ireland. By staying in hostels (available at universities, church conference centers and retreat houses), the tour group would have less expensive accommodations than hotels. Currently (1982) the

cost per day is: about \$16.75 for bed and breakfast  
and about \$22.00 for bed, breakfast and dinner.

With the conclusion of this report the future  
scheduling of ATLA annual conference sites, etc.,  
will be done by the executive secretary instead of a  
conference committee.

Geneva Hamill  
Thomas Rick  
Lawrence H. Hill, Chair

## Report of the Publication Committee

### Series

During the past year the committee has continued to sponsor the publication of two series under the general editorship of Kenneth Rowe through Scarecrow Press: the ATLA Monograph Series and the Bibliography Series. At its midyear meeting in Chicago on March 12, the committee approved the publication of three new books in the Monograph Series:

Rapp, Arthur C. Luther's Catechism Comes to America. Foreward by Martin E. Marty. Anticipated publication date: about November 1982.

Gill, David W. The Word of God in Jacques Ellul. Foreward by Edward L. Long. Anticipated publication date: about January 1983.

Kansfield, Norman. The Role of the Seminary Library in Nineteenth Century American Protestant Ministerial Education. Publication date not yet scheduled.

A substantial number of other manuscripts for both series, in various stages of preparation, are under consideration. The committee wishes to encourage authors, and especially members of ATLA, to submit manuscripts and is eager to consult with authors in regard to their research and writing projects at any time from the point of brainstorming onward.

### Proceedings of the Association

In 1981 the committee was charged with the responsibility of publishing the Association's Proceedings. For the 1981 issue, Jerry Campbell accepted the editorship, and Pat and John Baker-Batsel responsibility for technical aspects of production. Much appreciation is due these persons and the GTU Library staff for the large amount of effort and contributed services given to the 1981 Proceedings.



The committee is now in process of planning the publication of the 1982 Proceedings; this includes appointment of an editor and, in light of increasing financial pressures, consideration of appropriate format and means of printing.

### **Grants Program**

For a number of years the committee has sponsored a program of grants in aid for promising research and writing projects. During 1981-82 no major proposals for grant assistance were presented to the committee. A minor grant was made to Betty O'Brien to assist in the production of an index to the earlier volumes of the ATLA Proceedings, up to the point of its coverage in IRPL/RIQ. This project is now well under way.

James Dunkly  
Betty O'Brien  
Kenneth E. Rowe, ex officio  
Earle Hilgert, Chair

## Report of the Bibliographic Systems Committee

The Bibliographic Systems Committee met in open session at ATLA right after the AACR2 workshop featuring Paul Winkler from the Library of Congress. Several members expressed interest in a project to share name authority work on uniform titles, denominational names, and entries for liturgical materials. Mr. Winkler had described NACO (Name Authority Cooperative project) at the Library of Congress. The committee voted to pursue membership in this program and presented a brief proposal to the ATLA Board of Directors on Friday following the conference.

Further research revealed that membership in NACO was only by invitation from the Library of Congress. The Library of Congress has no plans to expand membership at this time. However, a new program, NAFS (Name Authority File Service), currently sponsored by the Council on Library Resources will begin operation in June 1983. NAFS will be a much larger program than NACO, and is an extension of the NACO project. LC will accept the headings established by contributing libraries and distribute them on MARC Authority tapes. The Bibliographic Systems Committee has corresponded with the NAFS Task Force regarding membership in this project.

During the year many ATLA catalogers wrote to the committee regarding cataloging problems or projects. Some of this correspondence was published in the ATLA Newsletter. The committee prepared a column "LC Replies" for the last two newsletters.

Among the projects suggested by members during the year was a Dewey classification user group, a project to catalog early American religious tracts, a Conference program on computer-based reference services, and a program to coordinate analytical cataloging of series such as Corpus Christianorum. These projects will be considered at the Conference in Toronto.

The Bibliographic Systems Committee was established two years ago at the Denver Conference. As a

young committee we have been trying to find the scope of our responsibilities. We do not yet have traditional projects such as the indexes published by the Index Board or the microfilm published by the Board of Microtext. This year we have served as a clearinghouse for ATLA concerns relating primarily to cataloging. We expect that the work of the committee will be expanded in the coming year as a result of the discussions of the ATLA Board at the mid-winter meeting and the meetings scheduled for this Conference.

Winifred Campbell  
Leo Tibesar  
Richard Mintel  
Russell Pollard  
Libby Flynn, Chair

## Report of the Collection Evaluation and Development Committee

The Committee on Collection Evaluation and Development concentrated its attention throughout 1981-1982 on four specific matters: 1) continued identification of the long-term collection issues for ATLA libraries; 2) preparation of a bibliography on collection evaluation and development for distribution to members of the Association; 3) planning of a workshop for the annual conference program; and 4) design of a survey questionnaire on collections and collecting practices in ATLA libraries.

The Committee on Collection Evaluation and Development was formed in 1979 in a concerted effort to turn attention to the problems of collection analysis and description in ATLA libraries; the formulation of collection development policy statements; book selection and acquisitions procedures; book storage and retirement programs; as well as the enhancement of the bibliographical skills of member librarians in dealing with the shaping and management of collections. The committee's continued work on a collection survey instrument for ATLA libraries is intended to contribute to the design of guidelines for evaluating, developing, and weeding theological collections.

The committee's conception of its task is based on a vision of the priority of soundly developed, managed, and preserved theological collections at all levels: local, regional, national, international. This vision is itself animated by a sense of the responsibility facing this generation of theological librarians for the care of the literature of Christian theology.

Maria Grossman  
Anne-Marie Salgat  
Donald M. Vorp, Chair

## Report of the Reader Services Committee

The ATLA Library Instruction Clearinghouse continued to be an important part of the work of the Reader Services Committee. The Clearinghouse circulated 433 items to thirty-two libraries during the period from June 1, 1981 to March 31, 1982. Most of the requests for materials were in response to the notice in the August issue of the Newsletter which listed newly acquired instructional aids.

One of the original objectives of the Clearinghouse was to organize workshops designed to increase library instruction skills to be conducted at the ATLA Conferences. In keeping with this goal, the committee plans to sponsor a workshop at the 1982 Conference in Toronto on bibliographic instruction. Patricia Berge, the Coordinator of Reference Services at the University of Wisconsin-Parkside, will conduct the workshop which will focus on developing statements of objectives for instructional programs.

At the annual meeting in June, 1981, the committee began discussing the possibility of compiling a guide to special collections in ATLA libraries. The guide would not be limited to rare book and manuscript collections, but instead, would include all areas of subject strength. William Harris, Christian Theological Seminary, and James Deffenbaugh, University of Notre Dame, agreed to undertake the preliminary investigations regarding the types of materials to include, the best procedure to follow in gathering information and the ways to make that information available. We encourage interested members to contribute their ideas and suggestions concerning the project.

Norman Desmarais  
William Harris  
Sara M. Mobley, Chair

## Report of the Resolutions Committee

Whereas the Thirty-Sixth Annual Conference of the American Theological Library Association has been held at the Toronto School of Theology in Toronto, Ontario, June 21-25, 1982, be it resolved that our heartfelt appreciation be expressed:

To the Toronto School of Theology for hosting our conference in Toronto, providing a calm and serene setting in the midst of a bustling city;

To Grant Bracewell, library coordinator of the Toronto School of Theology, and the other TST librarians and their staffs for making us welcome and providing for our needs;

To Knox College, Loretto College, Victoria University and the University of Toronto for providing the excellent facilities and comfortable accommodations which we have enjoyed;

To our guest speakers, Fr. Cyprian Lynch, Prof. Laurent Denis, and Dr. Iain Nicol, for their enlightening and stimulating addresses;

To the workshop leaders, participants and convenors, especially Alice Kendrick, Gerald Gillette and our guests, Keith Russell and Patricia Berge, for their hours of preparation which resulted in major contributions to this year's program;

To the worship leaders and organists for providing an added spiritual dimension to the conference;

To Dr. and Mrs. Raymond Morris for their attendance at this conference and for sharing their work and experiences in the oral history workshop and Board of Microtext anniversary presentation;

To the Board of Microtext for its accomplishments throughout its twenty-five year history and to all who labored on its behalf;

To Jerry Campbell for his work as president, to Robert Dvorak for many hours of conference planning,

and to other members of the Board of Directors and the committees for their dedication in carrying out the work of the Association;

And above all, to the Creator who gives us life and enables us to participate in his work through our endeavors in theological librarianship.

Mary Bischoff  
Rosalyn Lewis  
Erich Schultz

## Introduction to Fr. Cyprian Lynch, O.F.M.

by

Fr. Simeon Daly, O.S.B.

Memory is crucial to religion. We pride ourselves about being forward looking, but the fact is we also thrive on looking back. Remembering is not flight from reality, but can be a positive and creative function when properly used. The past can inspire, purify, and give direction. When we recall some events, we celebrate them. This is particularly true of our religious history. How much of our Christian celebration is in memory of Him. Memory is indeed crucial to religion.

Need anyone ask why we celebrate the centenary of the birth of St. Francis? Given what has been said we do well to recall this man of the Spirit. His life inspires, his ideals can purify our cluttered possessing, his world view can give direction to all of us who call ourselves Christian. How fitting that we celebrate the memory of St. Francis and reconsider his life and influence in this centennial year by considering some of the studies that have grown out of his influence.

Francis was not what we would call a bookman, but he has been the catalyst for a spate of writings that continually come out in astounding numbers. Franciscan studies, not just the title of a journal, are a reality that calls for special institutes and designated scholars. We are privileged today to have a speaker who represents both. Fr. Cyprian Lynch is an associate editor of Franciscan Studies, a journal, and is an Associate Professor of History at the Franciscan Institute at St. Bonaventure University, St. Bonaventure, New York. He brings to us a lifetime of experience as a Franciscan scholar, i.e. a Franciscan who is a scholar and a scholar whose *métier* is Franciscan studies. He plans to add some color to a bibliography on Franciscan Spirituality. I will leave to him to explain the development of his topic. I want to take this occasion to thank him on behalf of us all for accepting this responsibility.



After you have heard him, you may be more inclined to seek out some of his 13 articles in the New Catholic Encyclopedia, the 42 in the Corpus Dictionary of the Western Churches, or the 10 in Encyclopedia Americana. A man of such accomplishments would naturally be called upon to serve his community, the church and the scholarly world in many offices and positions, and he has.

It gives me great pleasure to introduce Fr. Cyprian Lynch of the Order of St. Francis, who will somehow massage the topic: A Poor Man's Rich Legacy: the Bibliography of Franciscan Spirituality.

**The Bibliography of Franciscan Spirituality:  
A Poor Man's Legacy**

by

**Fr. Cyprian J. Lynch, O.F.M.**

The evil men do lives after them;  
The good is oft interred with their bones.

This frequently quoted line from Julius Caesar suggests an interesting, though admittedly futile, exercise in speculation. Who were the persons Shakespeare considered exceptions to this cruel rule? Who were the doers of good he judged worthy of remembrance? If not probable, it is at least possible that St. Francis of Assisi was one of the uncommon individuals the dramatist had in mind. Be that as it may, it is a fact that the memory of the little poor man of Assisi has been nurtured fondly over the past 800 years by Christians and non-Christians throughout the world.

St. Francis abhorred notoriety and distrusted books, but paradoxically his humility evoked a prodigious literary reaction. The little poor man unwittingly became the inspiration of a rich bibliographical legacy. It is not difficult to marshal statistics to substantiate this observation. During the thirty-year period between 1944 and 1973, he was the subject of no less than 2,286 books. This averages out to one title every five days.<sup>1</sup> Volume thirteen of the Bibliographia Franciscana, which lists more important books and articles on St. Francis and the Franciscan movement published during the ten-year period ending in 1973, is a 1,289-page volume containing 8,884 entries.<sup>2</sup>

It is obviously impossible, given the space limitations within which we here operate, to expose to view all the treasures hidden within this bibliographical Everest.<sup>3</sup> A less ambitious but more realistic aim must necessarily be adopted. In the guise of a prospector the author will, therefore, simply traverse the mountain's surface, pointing out its richest veins and inviting readers to spend the re-

mainder of their lives digging at whatever location strikes their fancy.<sup>4</sup> It has also been judged appropriate, by way of introduction, to highlight the importance of Francis' person as the primary source of Franciscan spirituality and to attempt, however inadequately,<sup>5</sup> to describe the basic thrust of that spirituality.

Gifted with a marvelous ability to arouse admiration and inspire imitation, "Francis is one of those men of whom humanity will always be proud. His qualities compel sympathy. Even his faults--if any--are charming. His sanctity has in it nothing esoteric, effeminate or intimidating. His natural gifts arouse general admiration. His teaching breathes forth such freshness, poetry and serenity that even the blasé find in it reasons for living life and for believing in God's goodness."<sup>6</sup>

Francis of Assisi is everybody's saint. Hippies and humanists, papists and pantheists, ecologists and ecumenists all claim him as their patron. His family of admirers includes G. K. Chesterton, Vladimir Lenin, Oscar Wilde, Dorothy Day, Ernest Renan, Arnold Toynbee, Phylis McGinley, Arlo Guthrie, Thomas Merton, Albert Camus and John Ruskin.<sup>7</sup> Only a truly great saint could keep peace in such a menage.

Chesterton defined a literary classic as a work one can discuss without having read. Being a classic character, the poor man of Assisi has not seldom been vacuously discussed by well-meaning but ill-informed biographers. Discovering the real St. Francis is a difficult task, but one that must be pursued with vigor by anyone who seeks to comprehend his spirituality. In a true sense it may be said that Franciscan spirituality is Francis.<sup>8</sup>

The most fruitful spiritualities have grown out of the religious experience of their founders whose living of the Gospel, profound appreciation of the mysteries of faith, and radical response to the message of the Master inspired imitation. Authentic incarnation of the Gospel spirit is infectious and irresistible. History proves that, in the area of spirituality, an ounce of exemplification is worth more than a pound of explication.

It has been said that Francis' originality consisted in his lack of originality. He drew his spirituality directly and entirely from the Gospel without addition or subtraction. Thomas of Celano, his earliest biographer, wrote, "Francis' highest intention, his chief desire, his uppermost purpose was to observe the holy Gospel in all things and through all things; and with perfect vigilance, with all zeal, and with all the longing of his mind and fervor of his heart, to follow the teaching and footsteps of Our Lord Jesus Christ."<sup>9</sup> In a letter to a general chapter, Francis himself described the mission of his fraternity. "Listen then, sons of God and my brothers, and give ear to my words...This is the very reason God has sent you all over the world, that by word and deed you may bear witness to his message and convince everyone that there is no other Almighty but him alone...We who are called to serve God in a more special way are bound not merely to listen to and carry out what he commands; we must give proof in ourselves of the greatness of our Creator and of our subjection to him."<sup>10</sup>

Franciscan spirituality, therefore, is not a theological construct evolved by a theorist. It contains nothing new. What made Francis unique was his manner of living the Gospel, the style displayed in executing his mission--his pizzazz, if you will. He imitated the actions and cultivated the attitudes of the Gospel Christ with such an intensity of life, joy, enthusiasm and thoroughness that over the past eight centuries millions of Christians have felt inspired to follow him.

The writings of St. Francis contain the most authentic expression of his personality and spirit. Therefore, they constitute an essential source of his spirituality. Since the end of the last century, an immense scholarly effort has been devoted to the tasks of editing and translating his modest but eloquent literary output.<sup>11</sup> An English translation of Cajetan Esser's definitive Latin text of his writings will shortly appear in the Paulist Press Series, Classics of Western Spirituality.<sup>12</sup>

Next in importance among the sources are the early biographies of the saint and the chronicles of

his primitive fraternity. The value of these works derives from the fact that they were written by persons who knew St. Francis or record the earliest oral tradition concerning him. Collections of these texts have been published in modern translations in major European languages.<sup>13</sup> Users of the primitive sources have an invaluable tool in the five-volume Corpus des sources franciscaines: Concordance, index, listes de frequence, tables comparatives published at Louvain between 1974 and 1978.<sup>14</sup> These computerized concordances enable investigators to locate with relative ease key passages which elucidate the basic elements of Franciscan spirituality.

Utilization of the primitive sources, however, is not without its problems. Over the past hundred years, these documents have been subjected to meticulous study by specialists whose conclusions regarding their authenticity, authorship, dating and interpretation are far from unanimous. Evaluation of the primitive Franciscan sources early became the subject of lively scholarly debate and continues to generate a profusion of monographic literature.<sup>15</sup> Because the task of disengaging the real St. Francis from documents that are in many cases devotional in intent or polemical in tone is fraught with so many difficulties, some contemporary scholars incline to restrict their sources to the writings of St. Francis and the testimony of non-Franciscan authors.<sup>16</sup>

Thomas of Celano described the magnetic influence St. Francis exercised on his contemporaries. "Many put aside worldly cares and gained knowledge of themselves from the life and teaching of the most blessed Francis, and longed to attain love and reverence of their Creator. Many people, noble and commoner, clerical and lay, impelled by divine inspiration, began to come to Francis wanting to carry on the battle constantly under his discipline and leadership."<sup>17</sup>

Francis divided those who chose to follow him into three groups: Friars Minor (a better translation might be Lesser Brothers), Poor Ladies (cloistered nuns, now called Poor Clares after St. Clare, the first of their number) and Brothers and Sisters of Penance (a lay fraternity which later became known

as the Third Order). The history of these groups' efforts to incarnate and perpetuate the spirit of St. Francis without allowing it to become distorted or adulterated, their unending struggle to institutionalize his charism without permitting it to grow stale and stagnant, is another source of Franciscan spirituality.<sup>18</sup>

More than 350 of Francis' followers incarnated his spirit in so spectacular a manner that the Church judged them worthy of canonization. Hundreds of others attained distinction as missionaries, preachers, theologians, friends of the poor, spiritual directors and in a variety of other apostolic roles. Their lives illustrate the diverse forms in which the Franciscan spirit has found expression, and provide the mass of the Poverello's less graced followers with inspiration and encouragement to persevere in their efforts to live out their profession. Hagiography, therefore, constitutes an ever-expanding source of Franciscan spirituality.<sup>19</sup> Re-presentation of the biographies of the heroes of the Franciscan movement in a form that meets contemporary literary expectations is a present urgent need.

The quantity and variety of devotional, ascetical and mystical literature authored by Franciscans over the centuries is truly formidable. Mastery of even a single century's production will challenge the most ambitious and industrious of investigators, because it is only through the study of the spiritual literature of succeeding eras that one can understand and appreciate the process by which the Franciscan spirit has adapted to changing times and circumstances and reacted to shifting fads and fashions.<sup>20</sup>

Although St. Francis' attitude toward learning was at most ambivalent, it did not occur to him to refuse the learned entrance into his fraternity. In fact, university trained men entered his order in such numbers that twenty-five years after his death, the Friars Minor constituted one of the most learned institutions in Europe. Inevitably, the educated friars attempted to give the spirit of their founder and the experience of his earliest disciples theological elaboration and doctrinal justification. The objective of this endeavor was to render the intui-

tive art of Francis more learned without destroying its Gospel freshness. By giving his interior effusions shape as thought and expressing in theological terms what he had simply felt and lived, Franciscan theologians hoped to make his spirituality more widely understood and respected. The medieval doctors--particularly St. Anthony of Padua, St. Bonaventure and John Duns Scotus--did not, however, attempt to confine the spirit of Francis within the limits of a rigid system.<sup>21</sup>

In the course of the past fifty years, the problem of assessing the relative value of the primitive sources as opposed to later theological elaborations has divided Franciscan scholars into two camps, not too accurately labelled the German and Italian schools. The former assigns priority to the early sources, particularly the writings of St. Francis. Its adherents contend that, since Franciscan life simply grew out of Francis himself and was given its pristine expression by his primitive fraternity, the early sources constitute the most authentic deposit of the Franciscan spirit. Members of the Italian school, on the other hand, consider the writings of St. Francis little more than love-effusions and conclusions derived from the legendae tentative at best. They insist that the writings of the doctors--especially Bonaventure and Scotus--hold precedence among the sources, because it is their profound insights that give the ardor of the Poverello theological foundation.<sup>22</sup> In practice, however, none but the most adamant purists will deny that the two sources are complementary, and that both must be utilized in the elaboration of a balanced view of Franciscan spirituality.

Scholarly interest in St. Francis is a relatively recent phenomenon. After the Reformation he was generally ignored, if not ridiculed, outside Catholic circles. Even Franciscans customarily looked upon him more as an object of veneration than a subject of scientific study. The savants of the Enlightenment completed what has aptly been described as the "secular rejection of the Franciscan ideal."<sup>23</sup> Voltaire expressed their attitude when he wrote, "I am not too pleased with that fellow Francis, who though a real Christian, went begging in the street,

and wanted his sons, those able-bodied do-nothings to take an oath to live at our expense."<sup>24</sup>

The modern vogue of St. Francis had its origins in nineteenth-century Romanticism. Proponents of that movement saw in Francis a man after their own heart--a brother of all creatures, a lover of nature, an apostle of liberty and even a precursor of Protestantism. Ernest Renan expressed their fervent enthusiasm when he wrote: "Francis of Assisi was the only perfect Christian since Christ...After Christianity itself, the Franciscan movement is the greatest popular achievement known to history."<sup>25</sup>

Franciscans venerated St. Francis as a spiritual father whose life they strove to imitate and whose spirit they sought to imbibe, but their method of studying him was notably unscientific. It consisted of a combination of prayer and practice. Franciscanists, as Francis' later admirers came to be known, saw him as an intriguing historical phenomenon. Their interest in him was primarily intellectual and aesthetical, and their method of studying him scrupulously scientific and objective. Franciscans' familial piety may have been excessive and Franciscanists' faith perspective defective, but with the passage of time each group discovered it had something to learn from the other.

The central figure of the Franciscan revival was Paul Sabatier, a Calvinist theologian and pastor. In 1884, with the encouragement of Ernest Renan, one of his professors at the College de France, he began intensive study of early Franciscan sources, an endeavor to which he devoted the remainder of his life. The first fruits of his labor was Vie de St. Francois, published in 1893. A work of superior scholarly and literary quality, this book attained immediate popularity, went through several reprintings, was translated into major European languages, and remains by far the most widely read life of St. Francis.<sup>26</sup>

Sabatier's interpretative biography portrayed the life of Francis and the early history of his Order in tragic terms. His liberal Protestant background inclined him to view Francis' relationship to



the institutional church in terms of an obstinate dichotomy rather than a delicate tension of charisms. He maintained that the saint's ideals were compromised by his less fervent followers and betrayed by the Roman Curia, with the result the simple lay brotherhood he originally envisioned was transformed into a highly structured monastic order.

Publication of Vie de St. Francois instigated a wide-spread search by professional historians for new manuscript sources that would prove or disprove Sabatier's thesis, The Franciscan Question--the historiographic problem centering on the evaluation and use of the primitive sources--henceforth dominated Franciscan studies.<sup>27</sup> Nevertheless, today after almost one hundred years of high-level scholarship, a totally satisfactory biography of St. Francis, one which takes into account both the complexity of the thirteenth-century life and Francis' far-reaching impact on subsequent culture has yet to be written. "The groundwork has been done, but the biographer has not yet come forward, a biographer free from party considerations and with all the fruits of scholarship at his disposal."<sup>28</sup>

The late nineteenth century found the Franciscan Order in a state of dismal disarray. Suppressions, confiscations and expulsions by anti-clerical governments had reduced its membership from 177,000 to 17,000. The level of learning and discipline was alarmingly low, and alert friars realized that unless a spirited renewal effort was mounted, the Order faced the possibility of extinction. Sabatier's widely publicized betrayal theory did not assist attempts to bolster morale or attract recruits. If, as he claimed, Francis was truly the last Franciscan, the Order was already dead. If it was to be saved, at least some Franciscans had also to become Franciscanists.

A vigorous program aimed at the revival of scholarship within the Order was initiated in 1877 with the establishment of the College of St. Bonaventure at Quaracchi near Florence as a center of research in Franciscan spirituality, theology and history.<sup>29</sup> The critical texts prepared by the Quaracchi editors met the highest scholarly stan-

dards, and their ten-volume edition of the writings of St. Bonaventure completed in 1902 was acclaimed as a model of textual editing. By the beginning of World War I, Franciscans had launched seven learned journals devoted to Franciscan studies.<sup>30</sup> The technical articles friars contributed to these periodicals and the numerous scholarly treatises published by them in almost every European language proved beyond doubt that it was indeed possible for Franciscans also to be Franciscanists.<sup>31</sup>

It has been said that, during the first sixty years of the twentieth century, authors who wrote about Franciscan spirituality insisted on asking impossible questions rather than dreaming impossible dreams. Conditioned by training to subject every object of investigation to the scrutiny of rational analysis, they felt compelled to attempt formulation of a precise definition of Franciscan spirituality, overlooking the fact that it had never occurred to Francis to undertake such a task. Ideas appeared to him as images, and the means he instinctively employed to communicate those ideals were the symbol and the parable. His followers came to grasp his spirit by hearing him eulogize it in inspiring Gospel language and seeing him exemplify it in dramatic Gospel action. Full formation in that spirit required that they struggle to live it.

As might have been expected, the experts produced not a single definition but a multitude of descriptions of Franciscan spirituality, none of which merited general assent. The exercise, however, was not totally fruitless. Complementary rather than contradictory, the numerous well-considered descriptions exhibited a spectrum of appreciations which graphically demonstrated the richness of Franciscan spirituality and heightened readers' wariness of glib popularizations and doctrinaire pronouncements.<sup>32</sup>

Having despaired of evolving a generally acceptable definition, specialists next proposed a more feasible task: isolation of the basic elements of Franciscan spirituality. The number of elements cataloged by authors who ventured to undertake this task varied from four to fifteen, but this seeming disparity was in large part due to imprecise termino-

logy. Some authors, for instance, viewed poverty and humility as separate elements, while others used the single term, minority, to designate the same two values. Careful study reveals that the proffered lists are not in basic disagreement, and that an adjusted composite of the elements they contain describes the outer limits of authentic Franciscan spirituality.<sup>33</sup>

It was inevitable that friars nurtured in neo-scholastic tradition would eventually pose the ultimate speculative question, What is the essential, substantial or formal element of Franciscan spirituality? The debate occasioned by this query generated some of the best writing on Franciscan spirituality published in the twentieth century. Whether an author's preferred element was poverty, charity, imitation of Christ, Christocentrism, observance of the Gospel or living the Beatitudes, he was obliged to draw support for its preeminence from the primitive sources and classic theological explications, and in the process scrupulously observe the canons of modern methodology. Some of the in-depth studies centering on this ultimate speculative question attained classic status and can still be read with profit even though other questions and approaches are presently considered more relevant.<sup>34</sup>

In 1965, Vatican Council II urged each religious order to renew the spirit of its founder, revive its original inspiration, rediscover its special character and safeguard its wholesome traditions.<sup>35</sup> Franciscans' response to this admonition significantly enlarged the bibliography of their Order's spirituality. Given the initial intensity of aggiornamento fervor, it is not surprising that the quality of spiritual literature produced during the late sixties and early seventies did not equal its quantity. Enthusiasm for updating and preoccupation with immediate problem-solving inclined some writers to utilize as their preferred source data taken from the behavioral sciences. Others, by attributing to St. Francis without qualification contemporary biblical and theological insights, presented their readers with anachronistic models of the saint. Still others, forgetting that the classics of spiritual literature were more often the fruit of time spent in

the chapel than in the library, further widened the split between devotion and theology.<sup>36</sup> These tendencies, however, appear to have run their course, and recent contributors to the poor man's legacy demonstrate an awareness that the storeroom of Franciscanism contains treasures both new and old.

## Notes

1. Attilio Bartoli Langeli, "Francesco d'Assisi e ricerca storica: Un discorso aperto," Laurentianum, 18 (1977), 340.
2. The Bibliographia Franciscana was begun in 1931 as an appendix to the periodical Collectanea Franciscana published by the Istituto storico dei Frati Minor Cappuccini. Since 1938 it has been issued separately at irregular intervals. It is the most complete bibliography of Franciscana available. The latest volume was released in 1980. Section II, 4, n. 617-818 is entitled Spiritualitas S. Francisci; and Section III, B, 3, n. 1220-1491, De Spiritualitate Franciscana.
3. The following shorter bibliographies are useful guides to this mass of material: Linda Brandewie, Francis of Assisi and His Spirit: A Bibliography of Modern English Works on Five Themes of Franciscan Spirituality (Cincinnati: St. Clare Convent, 1978); Raphael Brown, "A Francis of Assisi Research Bibliography: Comprehensive for 1939-1969. Selective for Older Materials," Appendix to St. Francis of Assisi: Writings and Early Biographies: English Omnibus of Sources for the Life of St. Francis, ed. Marion Habig, 3rd rev. ed. (Chicago: Franciscan Herald Press, 1977), pp. 1667-1760 [hereafter cited as Omnibus]; Mary F. Laughlin, A Bibliography Compiled as an aid toward Formation in Franciscan Spirituality (St. Bonaventure, NY: The Franciscan Institute, 1959); Mary S. Mortonson, Developing the Franciscan Spirit through Reading (Little Falls, MN: St. Gabriel's Hospital, 1961); and Arcadius Smolinski, Franciscan Literature (Pulaski, WI: 1963).
4. The author's Excessively Selective and Sparsely Annotated Bibliography of Franciscan Spirituality: A Starter Kit, which was distributed at the 1982 ATLA Conference in Toronto, is available from The Franciscan Institute, St. Bonaventure, NY 14778 at a cost of two dollars.

5. The following brief treatments are useful introductions to Franciscan spirituality: Antonio Blasucci, "Spiritualité franciscaine," Dictionnaire de spiritualité ascétique et mystique, 5, 1315-1347; Hardianus Borak, "Spiritualitatis franciscanae natura et momentum," Laurentianum, 3 (1962), 257-281; Valentin Breton, "Franciscan Spirituality," in Some Schools of Catholic Spirituality, ed. Jean Gautier (Paris: Desclee, 1959), pp. 49-75; Lorenzo Di Fonzo, "Francesco da Assisi--Spiritualità e dottrina," Bibliotheca Sanctorum, 5, 1075-1093; Duane Lapsanski, "Francis of Assisi: An Approach to Franciscan Spirituality," in The Spirituality of Western Christendom, ed. F. R. Elder (Kalamazoo: Cistercian Publications, 1976), pp. 116-124; Cyprian J. Lynch, "Franciscan Spirituality," Encyclopedic Dictionary of Religion, 2, 1395; Augustine McDevitt, "Franciscan Spirituality," New Catholic Encyclopedia, 6, 36-38; Alfonso Pompei, "Francescanesimo," Dizionario degli istituti di perfezione, 4, 446-464; and Damien Vorreux, "Les Franciscains," in Les Ordres Religieux: La vie et l'art, ed. Gabriel le Bras (Paris: Flammarion, 1980), 2, 226-373.

6. Omer Englebert, Saint Francis of Assisi. A Biography, tr. Eve M. Cooper, 2nd Eng. ed. (Chicago: Franciscan Herald Press, 1966), p. 17.

7. For a compilation of tributes to St. Francis by these and several other persons of note see The Francis Book. 800 Years with the Saint from Assisi, ed. Roy M. Gasnick (New York: Collier Books, 1980).

8. Among the biographies of St. Francis in English which have earned critical acclaim and wide popularity are: Cuthbert of Brighton [Hess], Life of St. Francis of Assisi; (London: Longmans Green, 1912); Omer Englebert, Saint Francis of Assisi, 2nd ed., tr. by Eve Marie Cooper (Chicago: Franciscan Herald Press, 1965); Hilarin Felder, The Knight-errant of Assisi, tr. Berchmans Bittle (Milwaukee: Bruce, 1948; reprinted St. Bonaventure, NY: The Franciscan Institute, 1982); Arnaldo Fortini, Francis of Assisi. A Translation of "Nova Vita di San Francesco, tr. Helen Moak (New York: Seabury Press, 1980); Johannes Jorgensen, Saint Francis of Assisi, tr. T. O'Connor Sloan (New York: Longmans, Green,

1912); John R. H. Moorman, Saint Francis of Assisi (London: SCM Press, 1950); Ray C. Petry, Francis of Assisi. Apostle of Poverty (Durham, NC: Duke University Press, 1941); and Paul Sabatier, Life of St. Francis of Assisi. tr. L. S. Houghton (New York: Scribner's Sons, 1893).

9. Vita Prima, 84, Omnibus, p. 299.

10. Omnibus, pp. 104, 107.

11. Manuscript collections of the writings of St. Francis dating from about the middle of the thirteenth century are extant. The first printed editions appeared in the early sixteenth century, the most important being that prepared by the Irish Franciscan scholar Luke Wadding. The first modern critical text, Opuscula Sancti Patris Francisci Assisiensis secundum codices MSS. emendata, was published by the College of St. Bonaventure at Quaracchi, Italy in 1903. Two English translations of that text were subsequently published: The Writings of Saint Francis of Assisi, tr. Paschal Robinson Philadelphia: Dolphin Press, 1906) and The Writings of St. Francis of Assisi, tr. Benen Fahey (Chicago: Franciscan Herald Press, 1964). The latter translation is reprinted in the Omnibus, pp. 1-176.

12. Esser undertook an exhaustive restudy of the writings. The result of his research, Die Opuscula Hl. Franziskus von Assisi. Neue textkritische Edition (Grottaferrata, Italy: Editiones Collegii S. Bonaventurae, 1976) contains, in addition to a revised critical text, a lengthy general introduction and detailed commentaries on each of the writings. An abridged version of this work (ad usum scholarum) entitled Opuscula Sancti Patris Francisci Assisiensis denuo edidit juxta Codices MSS. was issued by the same publisher in 1978. Its introduction and commentaries are much briefer and in Latin rather than German.

13. Franziskanische Quellenschriften. Herausgegeben von den deutschen Franziskanern, 10 vols. (Werl i. Westfalen: Dietrich Coelde-Verlag, 1951-1981); Saint Francois d'Assise: documents, Œcrits et premières biographies, ed. Théophile Desbonnets and

Damien Vorreux (Paris: Editions Franciscaines, 1968); St. Francis of Assisi: Writings and Early Biographies: English Omnibus of the Sources for the Life of St. Francis, ed. Marion Habig, 3rd rev. ed. (Chicago: Franciscan Herald Press, 1977); Fonti Francesane: Scritti e biografie di San Francesco d'Assisi: Cronache e altre testimonianze del primo secolo francescano, ed. Feliciano Olgiati (Assisi: Movimento francescano, 1977); San Francisco de Asís: Escritos, biografías, documentos de la época, ed. José Antonio Guerra (Madrid: Biblioteca de Autores Cristianos, 1978); Sao Francisco do Assis: Escritos e biografias de Sao Francisco de Assis: Crônicas e outros testemunhos do primeiro século franciscano, ed. Ildefonso Silveira and Orlando dos Reis (Petrópolis, Brazil: Editora Vozes Ltda., 1981).

14. The five volumes thus far released by Publications du CETEDOC are: Thesaurus Celanensis (1974), Sancti Bonaventurae legendae dae maior et minor sancti Francisci (1975), Legenda trium sociorum, Anonymus peruginus, Juliani de Spira vita sancti Francisci et Sacrum commercium (1976), Opuscula sancti Francisci et Scripta sanctae Clarae (1976) and Legenda seu compilatio Perusina et Speculum perfectionis (1978).

15. The literature centering on these problems is discussed by Rosalind Brooke, "The Lives of Saint Francis," in Latin Biography, ed. T. A. Dorey (London: Routledge and Kegan Paul, 1967), pp.177-198; F. C. Burkitt, "St. Francis and Some of His Biographers," in Franciscan Essays II [British Society of Franciscan Studies, Extra Series, iii], (Manchester: Manchester University Press, 1932), pp.19-39; Lawrence S. Cunningham, "The Legendae of St. Francis," in Saint Francis of Assisi (Boston, Twayne Publishers, 1976), pp.77-108; John R. H. Moorman, The Sources for the Life of St. Francis of Assisi (Manchester: Manchester University Press, 1940); and F. G. Salter, "Sources for the Biography of St. Francis of Assisi," Speculum, 5 (1930), 388-410.

16. Cajetan Esser, for instance, in his Origins of the Franciscan Order, tr. Aedan Daly and Irina Lynch (Chicago: Franciscan Herald Press, 1970) utilizes the writings of St. Francis and documents



that predate early disputes within the Order, but gives priority to non-Franciscan sources.

17. Vita Prima, 37, Omnibus, 259-260.

18. There are three general histories of the Franciscan Order available in English: Herbert Holzappel, The History of the Franciscan Order, tr. Antonine Tibesar and Gervase Brinkmann (Teutopolis, IL: St. Joseph Seminary, 1948); Raphael Huber, A Documented History of the Franciscan Order: 1182-1517 (Washington-Milwaukee: Nowiny Publishing Apostolate, 1944); and John R. H. Moorman, A History of the Franciscan Order from its Origins to the Year 1517 (Oxford: Clarendon Press, 1968). An English translation of Lazaro de Aspurz' Historia Franciscana (Valencia: Editorial Asis, 1979) is in preparation.

19. Useful collected lives of Franciscan saints are: Gonzalo de Córdoba, Del solar franciscano: Santoral de los tres órdenes (Madrid: Editiones Studium, 1957); Paul Guérin, Le Palmier séraphique ou vie des saints et des hommes et femmes illustres des ordres de saint François, 12 vols. (Bar-le Duc: Typographie des Célestins, 1870-1875); Marion Habig, The Franciscan Book of Saints (Chicago: Franciscan Herald Press, 1979); Leon de Clary [Vieu], Lives of the Saints and Blessed of the Three Orders of Saint Francis, 4 vols., tr. anonymous (Taunton, England: Franciscan Convent, 1886-1887). A corrected, enlarged and updated Italian version of the last-mentioned work was prepared by Gian-Crisostomo Guizzo under the title Aureola serafica: Vite dei santi e beati dei tre ordini di S. Francesco, 6 vols. (Venice: Tipografia editoriale S. Nicolò, 1951-1954).

20. Those who choose to traverse this forest will find the following guides helpful: Optatus van Asseldonk, "La spiritualité franciscaine du 16<sup>e</sup> au 18<sup>e</sup> siècle," Laurentianum, 21 (1980), 94-109; Ubald D'Alencon, "La spiritualité franciscaine. Les auteurs--la doctrine," Études Franciscaines, 39 (1927), 276-295, 338-351, 449-471, 591-604; 40 (1928), 81-90; John V. Fleming, An Introduction to the Franciscan Literature of the Middle Ages, (Chicago: Franciscan Herald Press, 1977); Agostino Gemilli, "Franciscan Spirituality Throughout the Centuries," in

The Franciscan Message to the World, tr. H. L. Hughes (London: Burns, Oates & Washburne, 1934), pp. 46-265; Metodio da Nembro, Quattrocento scrittori spirituali (Rome: Edizioni Laurentianum e Antonianum, 1972); Victor Mills, "A Bibliography of Franciscan Ascetical Writers," Franciscan Educational Conference Reports, 8 (1926), 248-332.

21. Critical editions of the writings of the major medieval Franciscan doctors have been published: Alexander of Hales, Alexandri de Hales Summa Theologica, 4 vols. (Quaracchi: Typographia Collegii S. Bonaventurae, 1924-1948); Saint Anthony of Padua, S. Antonii Patavini Sermones dominicales et festivi, 3 vols. (Padua: Centro Studi Antoniani, 1979); St. Bernardine of Siena, S. Bernardini Senensis Opera Omnia, 9 vols. (Quaracchi: Typographia Collegii S. Bonaventurae, 1950-1965); St. Bonaventure, S. Bonaventurae Opera Omnia, 10 vols. (Quaracchi: Typographia Collegii S. Bonaventurae, 1882-1902); John Duns Scotus, Ioannis Duns Scoti Opera Omnia, 10 vols. to date (Vatican City: Typis Polyglottis, 1950- ); and William of Ockham, Guillelmi de Ockham Opera Theologica, 7 vols. to date (St. Bonaventure, NY: Editiones Instituti Franciscani, 1967- ).

22. Prominent representatives of the German school are Sophronius Clasen, Cajetan Esser, Engelbert Grau and Lothar Hardick. Typical of the Italian school are Efrem Bettoni, Leone Bracaloni, Marciano Ciccarelli and Alberto Ghinato.

23. Cunningham, p.111.

24. "Je suis peu content du bonhomme Francois,  
Il crut qu'un vrai chrétien doit  
gueuser dans la rue  
Et voulut que ses fils, robustes  
fainéants  
Fissent serment de vivre à nos depens."

Francois Marie Arouet de Voltaire, Oeuvres de Voltaire, ed. Louis Moland (Paris: Garnier frères. 1877-1885), 10, 380.

25. Ernest Renan, Studies in Religious History, tr. anonymous (New York: Scribner & Welford, 1887), pp. 306, 320.

26. Paul Sabatier, Vie de St. Francois d'Assisi (Paris: Fischbacher, 1893). For a perceptive discussion of Sabatier's view of St. Francis, see C. N. L. Brooke, "Paul Sabatier and St. Francis of Assisi," in Medieval Church and Society, Collected Essays (New York: New York University Press, 1972), pp. 197-213.

27. A discussion of the history and present state of the Franciscan Question by some of the best scholars who have written on the subject in recent decades will be found in La "Questione francescana" dal Sabatier ad oggi, Atti del I Convegno internazionale, Assisi, 18-20 Ottobre 1973 (Assisi: Società internazionale degli studi francescani, 1974).

28. Cunningham, p. 125.

29. On the occasion of the 100th anniversary of its founding, a detailed history of the College of St. Bonaventure was published in Archivum Franciscanum Historicum, 70 (1977), 240-680.

30. Miscellanea Francescana (1886), Études franciscaines (1899), Estudios franciscanos (1907), Archivum Franciscanum Historicum 1908), Studi francescani (1914), Franziskanische Studien (1914) and Archivo ibero-americano (1914).

31. A few of the Franciscan scholars who earned international recognition for their contributions to Franciscan studies in the first half of the 20th century are: Michael Bihl, Marcelino da Civezza, Ferdinand Delorme, Victorin Doucet, Conrad Eubel, Vittorino Facchinetti, Giròlamo Golubovich, Leonard Lemmens, Atanasio López, Otto Maas, Livarius Oliger and Paschal Robinson.

32. The following attempts to define Franciscan spirituality are noteworthy: Gratien de Paris

[Badin], I Know Christ: The Personality and Spirituality of St. Francis of Assisi, tr. Paul Oligny (St. Bonaventure, NY: The Franciscan Institute, 1957); Efrem Bettoni, Visione Francescana della vita (Brescia: Morcelliana, 1948); Valentin Breton, Franciscan Spirituality: Synthesis and Antithesis, tr. Paul Oligny, Chicago: Franciscan Herald Press, 1957); Cesaire de Tours, Franciscan Perfection, tr. Paul Barrett (Westminster, MD: Newman, 1956); Cajetan Esser, The Order of St. Francis. Its Spirit and Mission in the Kingdom of God, tr. Ignatius Brady (Chicago: Franciscan Herald Press, 1959); Ivan Gobry, Saint Francois d'Assise et l'esprit franciscain (Paris: Editions du Seuil, 1957); Basil Heiser, Thomas Plassmann and Philibert Ramstetter, "Defining Franciscan Spirituality," Franciscan Educational Conference Reports, 29 (1948), 23-37; Philibert Ramstetter, "Introduction to Franciscan Spirituality," Franciscan Studies, 23 (1942), 326-367; Donald P. St. John, "The Symbolic Spirituality of St. Francis," Franciscan Studies, 39 (1979), 192, 205; Vitus a Bussum, De Spiritualitate Franciscana: Aliqua Capita Fundamentalia, (Rome: Apud Administrationem Analectorum Ordinis Cappuccinorum, 1949) and Sergius Wroblewski, "Franciscan Spirituality," Franciscan Educational Conference Reports, 47 (1966), 205-251.

33. Authors of the items listed in note 5 above enumerate what they consider the basic elements. See also Aidan Carr, "The Essence and Characteristics of Franciscan Spirituality," Franciscan Educational Conference Reports, 29 (1948), 1-22 and Quaderni di spiritualità francescana, 19 vols., eds. Stanislao Majarelli and Luciano Canonici (Assisi: Tipografia Porziuncola, 1964-1971). Each volume of the latter works treats one element of Franciscan spirituality.

34. The question concerning the essential, formal element was first proposed by Ubald D'Alencon, "L'Ame Franciscaine," Revue de Philosophie, 12 (1912), 257-299. Subsequent literature centering on the question is reviewed and summarized by Fedel Chauvet, "Intorno alla natura della spiritualita francescana," Vita Minorum, 31 (1960), 387-406, Antonio Blasucci, "L'anima della spiritualita francescana," Miscellanea Francescana, 62 (1962), 3-15 and Anastasio Matanič, "Per una sintesi della spiritualita francescana:

Cinquant'anni di ricerche," Vita Minorum, 36 (1965), 27-52.

35. Decree on the Appropriate Renewal of Religious Life, 2.

36. These tendencies, which were not peculiar to the Franciscan school, have been discussed by Jordan Aumann, "Current Trends," Cross and Crown, 29 (1977), 168-182, Edward Kinerk, "Toward a Method for the Study of Spirituality," Review for Religious, 40 (1981), 3-19, and Eugene Megyer, "Theological Trends: Spiritual Theology Today," The Way, 21 (1981), 55-67.

**Continuing Professional Education for  
Library and Information Specialists:  
A Right and an Obligation**

by

**Laurent-G. Denis  
Professor of Library Science and  
Coordinator of Continuing Education,  
University of Toronto.**

The first part of this paper is derived largely from Cyril Houle's book, Continuing Learning in the Professions.<sup>1</sup> A professional worker's education follows a well established pattern. A career decision is made and subsequently formal education for the occupation begins.

Specialized studies are normally preceded by years of basic training and often by a general or liberal arts education providing broad foundations of knowledge. This is followed by a narrowing of focus, usually in a university professional school. An individual is admitted to a course of study which immerses him/her in a highly specialized discipline or subject and in the organization of difficult skills and a complex value system. The formal process is reinforced through the socialization of the individual which gives the person a distinctive point of view and separates him/her psychologically from the general public. At the end of the preparatory study when, presumably, the person's values have been re-oriented, the competence of the individual is judged first by the teachers or instructors involved and later, in most cases, by the profession itself or by the state. The newly acquired skills are practised, thus deepening the initial competence of the professional. This process is a continuation of the education for the profession. Enhancement may be provided formally through internship or informally by the supervision and acculturation provided by fellow professionals. Sooner or later the professional becomes established in the practice of the occupation. At this stage the need to keep abreast of new developments becomes a necessity both from the point of view of the profession itself and that of the public,

but the decision to continue to learn is usually made by the practitioner. The leaders of the professions have long been aware of the need for post-graduate education to enable use of new techniques and to provide an awareness of the growing knowledge bases of the professions themselves or of the disciplines in which they are rooted. As long ago as the latter part of the nineteenth century there was concern to maintain and increase competence and knowledge. Journals published research, opinions, and experience; manufacturers offered brochures in their supplies and equipment and sent trained sales personnel to point out the advantages of their wares; shop talk among the members of the same profession conveyed content and points of view; in places of employment, systematic supervision was developed to provide incentives and the means for improved performance. It is fair to say that the most enlightened professionals have always been of the opinion that formal and informal means of acquiring understanding and maintaining competence have not been sufficiently used by their colleagues. The criticism of many segments of the public reinforces this view. In the last twenty years various levels of governments have acted to regulate many aspects of professional practice in an effort to protect the public, thus offsetting professional inadequacies. Regulations and their enforcement can only go so far, clearly every professional must carry his/her duties according to the highest standards of competence and character. Perhaps the best way to ensure such an outcome is for every practising professional to be engaged in lifelong study. The term "Continuing Professional Education" came into general use in the 1960's, evolving from earlier, informal means of learning which were inadequate and insufficient to meet the requirements of professional service. As more educational opportunities became available to the professional workers, observers began to question how much of the knowledge, ability, or sensitivity created by these activities was absorbed by the learner and was reflected in the practice. Houle claims that "efforts at teaching and learning seem to have had too little effect on practice."<sup>2</sup> If it is

true that the long accepted ways of "keeping up-to-date" are powerless to establish and maintain a high level of professional practice, what are the alternatives?

There is no one answer to the above question. Houle suggests that the very process of professionalizing of occupations may be a key element in finding a likely solution. He argues that every occupation which claims to be a profession seeks to improve itself by increasing its members' competence in solving problems, their capacity to use even more complex knowledge and their awareness of ethical problems. These, he continues, are related to the entire life career of the individual practitioner and to the stature of the occupation to which he or she belongs. Therefore a lifetime of learning is required to establish, maintain, or elevate the level of accomplishment suggested by each of these characteristics.<sup>3</sup>

This will necessitate the redesign of much of the educational system from pre-service curriculum, in offering continuing education in later years of life. The traditional flow of people through the formal training process is already being influenced by the growth of alternative lifelong patterns of preparation, such as the growing number of people who initiate professional careers in mid-life. (Our own profession is very hospitable to such people.) Diversity of approach in pre-service and in-service curricula as well as in continuing education is dictated not only by human idiosyncracies and varied social settings, but also by the fact that in most cases a career is not devoted to any single mode of work. Changes occur: promotions, shifts in specialization, temporary assignments, retirements, returns to practice, and many others inherent in a busy and mobile life. Continuing education must not be restricted to keeping up with new developments, it must facilitate career changes. Often in professions, and librarianship is a case in point, promotion to higher authority is accompanied by supervisory or administrative responsibilities, the concepts and skills of which must be learned at the time when they are needed; indeed it is doubtful that they can be learned before.



Continuing education must be self-directed since the automatic progression up the formal educational ladder characteristic of schooling in childhood and youth no longer exists in adulthood. Each professional must monitor his/her learning, yet not exclusively. Many institutions and organizations offer continuing professional education and provide for staff development, although much is still left to the individual, internalizing the zest for learning.

Once the individual has begun the practice of a career, continuing education starts in earnest. Learning in various modes, directed at more or less specific goals, will take place and will be affected by a variety of factors, such as the work place, the position held, the maturity of the person, the individual's own deficiencies, the availability of opportunities, and the length of time spent in the career. An individual's learning patterns are always unique as are the shifts in pattern over time. Houle discusses four aspects of service which, he says, have an important generalized influence on the nature and extent of every practitioner's continuing education. They are: the basic settings in which professionals work; the changes in career line that often occur with increasing age; the quality of the formal and informal worklife; and the age of the individual.<sup>4</sup>

I will not discuss these aspects of service at any length here but the reader should keep them in mind since each affects an individual's approach to continuing education.

In almost any discussion of continuing education, and this one is no different from any other, the following three concepts are touched upon: Lifelong learning, continuing professional education, and staff development. Understanding of these concepts and use of the terms varies with individuals, institutions, and even political jurisdictions, but some sort of operational definitions are necessary in order to avoid confusion and misunderstanding. Lifelong learning is the most difficult concept to circumscribe precisely because of its breadth. It encompasses every adult who is trying to adjust to ever accelerating change, who is attempting to pre-

vail against occupational obsolescence and relate to new values and life-styles. Lifelong learning helps people develop their potential for personal well-being, upgrade their occupational skills and participate in the civic, cultural and political life of the nation. It is the process by which individuals, having left the traditionally sequenced educational system, continue to develop their knowledge, skills, and interests throughout their lives. In his Foundations of Lifelong Education, R. H. Dave defined this as "a comprehensive and unifying idea which includes formal, non-formal, and informal learning for acquiring and enhancing enlightenment so to attain the fullest possible development in different stages and domains of life."<sup>5</sup>

Continuing professional education implies a concept of lifelong learning in meeting the challenges of an era of accelerated change. It implies planned learning experiences designed primarily to increase the competence of responsible practitioners. In the mind of the learner, continuing professional education builds on some previously established base in order to expand and amplify awareness. It includes learning opportunities which keep individuals abreast of new concepts, knowledge and skills in the particular field and in other relevant disciplines; updating of basic professional education; preparation for career changes. Continuing professional education should assist in the mastery of new conceptions of the profession.<sup>6</sup>

Staff development involves the systematic development of employees' skills, competencies, and attitudes in order to enhance organizational effectiveness. On the other hand continuing professional education focuses on each individual as an individual and involves learning experiences which benefit the individual, not necessarily resulting in increased organizational efficiency.<sup>7</sup> Although the distinction between the two is not clear-cut, one should be aware of it when trying to define appropriate responsibilities. While library usually guides, sponsors, and provides staff development, participation in continuing education rests rather with the learner who chooses among opportunities available outside the library.<sup>8</sup>

We are concerned here first with professional continuing education because it is a personal and professional duty of the librarian to be involved and secondly with staff development because it involves the institution in which the librarian practices. In the words of one library writer, "continuing education is important, staff development is very important."<sup>9</sup> To date continuing education has not been made mandatory for librarians, but it is mandatory for an increasing number of professionals from accountants, and real estate personnel to lawyers, nurses and physicians. A recent survey of U.S. state legislation found, in the words of the author, a "surprising" amount of existing legislation mandating continuing education and a clear trend toward even more.<sup>10</sup> As the name implies, mandatory continuing education refers to endeavours which must be undertaken at specific points in a career in order to be eligible for work at a designated level. Such efforts are usually accompanied by certificates or credits recognized by professional associations, regulatory bodies or state/federal legislation as representing an acceptable level of competence. Needless to say, the concept is controversial and has been challenged in many quarters. I venture to say that favourable winds are blowing in the sails of the pro side of the controversy and that so far too shrill a cry against some form of mandatory continuing education may be equated with reactionary rear guard action. Barbara Conroy has summarized both sides of the argument in a short paper published in the Catholic Library World.<sup>11</sup> The proponents of mandatory continuing education consider it effective motivation if each individual engages in continuing education and keeps track of the participation. Also the competence of the practitioners thus furthered is regarded as a sure step toward the building of excellence both for the individual and for the field. On the practical level the pro side of mandatory continuing education claims that the quality of continuing education is assured and that the endeavours appropriately rest with those who are in a position to know best how and where competence is to be provided. The rhetoric hides or assumes an act of complete faith in the leaders of the profession, a gesture not easy for a professional who is an independent individual by definition. Those who are

opposed to the idea claim that, far from leading to competence, mandatory continuing education is mere credentialism by denying the individual's freedom of choice, creating a bureaucracy and allowing an oligarchy to control the profession. In addition it is viewed as a retrograde step tending to support existing structures and patterns - in other words, it meets yesterday's needs and weeds out divergent ideas and people.<sup>12</sup> Often those who are less than sanguine about the results of mandatory continuing education invoke teachers as living examples of their worst fears. Nevertheless, human nature being what it is, some form of encouragement, not to say compulsion, is liable to produce better results collectively than a policy of laissez-faire or of total unimpinged individual freedom. Who among us does not believe that learning is good? Yet many of us are not afraid to question the value of education. Continuing education is expensive and it should surprise no one if some of us viewed it in economic terms. One of your fellow special librarians has suggested very seriously that in order to be truly viable, continuing education should be personally cost-effective. As a matter of fact, she claims that continuing education results should demonstrate in concrete financial terms the value of the experience as tax deduction, higher salaries or better, more efficient approaches to problem-solving.<sup>13</sup> Some of the ever-pragmatic library administrators bridge continuing education and staff development by viewing these more or less as one - but from two perspectives. The first, as fringe benefit to employees, offering opportunities for more training or education which may be used by employees to improve career advancement or develop new paths and new aptitudes. The second is more directly job-centered in that administrators and employees in consultation examine opportunities so that the organizational role of employees will be furthered through mutually acceptable educational opportunities.<sup>14</sup>

Librarianship has been slow to show much concern for the competence of its members after they receive their initial professional education. As recently as 1965, an eminent library educator complained that continuing professional education for librarianship was nobody's concern.<sup>15</sup> In the intervening years we

have taken gigantic steps toward improving the situation. My personal impression is that the library and information specialists individually, if not collectively, have always been interested in and committed to performing at the highest professional levels but that institutions have been less than enthusiastic about creating opportunities and the climate for self-improvement and even slower in rewarding those who committed themselves to excellence through continuing education activities. A recent study of the attitudes and experiences of librarians working at one university in the Northeast United States found that "all librarians surveyed were involved in both formal and informal activities, with books read and course work in a subject area and association membership and conference participation in librarianship clearly favored."<sup>16</sup> Another study which gathered predictions by knowledgeable librarians, library directors and educators about the roles and functions of academic public service librarians found that continuing education offerings were likely to be prominent in the library schools of year 2000 and that librarians should be required to attend several seminars or workshops each year to update their skills.<sup>17</sup> This last prediction is in marked contrast with the opinions of the academic librarians of the Northeast United States who insisted that "continuing education opportunities must be broad, with freedom of choice and individualized programs ensured."<sup>18</sup>

Continuing one's own education is easy to neglect since it is not directly susceptible to the clamour of outside interest. However, a growing number of enlightened administrators are asking what we have done about our own education lately. While they are not yet in the majority, they are clearly on the side of the angels and if for no other reason than job security it behooves every one of us to believe that continuing education is here to stay despite (perhaps even because of) the present financial state of affairs of most libraries. At present you may not be able to rely on much financial assistance from your institution for your continuing education programs but it is imperative that you devise a plan for yourself and that you attempt to involve your library administration in it even if

merely in terms of being aware of your plan. On the other hand, administrators and librarians alike must give consideration to a program of staff development. Because this is more likely to benefit the library both in the short- and the long-term, financial commitment is more apt to be given to such a collective endeavour.

In library and information science there is a growing emphasis on the development and improvement of administrative and management skills and any continuing education program must be strongly directed toward staff training and development. In this area librarians with a Master's degree are no further ahead than any others in the field. Let us consider for a moment employees of the library who are not professional librarians. If we are truly committed to the ALA Library Education and Personnel Utilization statement of 1970, the role and utilization of the para-professional must be explored further, defined, and understood. As para-professionals are given greater responsibility for routine informational service, continuing education for them becomes an absolute necessity. Their needs must be taken into account in any staff development program. What are some of the areas which could be explored? Automation, systems design and analysis, data-based operations, research skills, statistics, community and interpersonal relations, budgeting, supervision, among others. Dorothea Hiebling has compiled a list of continuing education opportunities and materials intended to serve as a start for those seeking their own continuing education or those planning staff development activities in management and administration.<sup>19</sup> Ideally, a library would make its own list to reflect its needs and its particular situation. The establishment of a staff development program should proceed from a needs assessment and the identification of strategy and resources to the implementation of the learning program and its evaluation. There is evidence that administrators have a great deal of influence on the climate of staff development in the library.<sup>20</sup> The word 'program' in continuing education program or in staff development program should not frighten anyone. A program can be rather simple, tailored to few and be limited to a rather

small number of activities. Barbara Conroy has put it simply and clearly:

A program consists of a coordinated variety of learning activities that are sequentially planned over a given time span. Staff development activities, on the other hand, are the components of the program--the learning events planned to produce specific outcomes. Activities include a workshop on supervision, a home-study course or temporary job exchange. The annual staff development program, however, might be made up of these activities together with the orientation program, on-the-job instruction and coaching and a special series of staff meetings.<sup>21</sup>

The scope and the format of her Library Staff Development Profile Pages are intended to help library personnel assess the present and guide the staff development program. This publication is easy to use and to understand. It asks such questions as "What staff development opportunities are available to staff members?" It suggests nineteen categories of answers on a four-point scale of Consistently available, Occasionally available, Not now available, Don't know. The "Guide" section which deals with the assessment of library staff development has five parts and leads to the "Workbook" which is concerned with the planning of library staff development. Truly this is an invaluable tool for any library, regardless of its size and importance. Without planning, a library group may run the risk of overlooking some pertinent and inexpensive continuing education opportunities as was reported a few years ago: "The actions that would return the greatest results for the least cost, namely in-house training through meetings and seminars and continuous supervision training for librarians, are ignored by the majority of library administrators responding to this survey."<sup>22</sup>

Library schools have become increasingly interested and active in continuing education. Some schools offer credit courses in continuing education in their curriculum. As reported by Patricia Senn Brievik, Louisiana State University Graduate School

of Library Science and the University of Washington School of Librarianship are offering courses called 'Continuing Education for Librarianship' in one case, and in the other 'Continuing Professional Development: Educational Support of Library Professional Growth.'<sup>23</sup> In addition, almost every accredited library school claims as one of its goals the fostering of student appreciation for the need of lifelong professional continuing education. If I appear to stress library schools as providers of continuing education when there are many other worthy sources such as professional associations, state and regional library systems and networks, vendors, jobbers and all post-secondary educational institutions, I do so because many library and information professionals turn for assistance in maintaining their competencies to the source of their original professional education. A survey of full-time faculty members and deans of accredited library schools has confirmed that the respondents heartily approved of continuing education activities.<sup>24</sup> Workshops and institutes appeared to be the most appropriate forms of library school continuing education programs, followed by regular credit courses in areas other than the new technologies, full length courses especially designed for practitioners, and individualized study projects. Many other library school activities may be credited as continuing education opportunities, even though they are not aimed at large numbers, e.g. admission of practising librarians to regular curriculum courses, offering these courses extra-muros or at times convenient for practitioners and offering concentrated non-credit courses designed for continuing education students.

The profession at large is making giant strides toward some effective coordination of the many continuing professional education programs available to library personnel. It remains for each professional to decide the extent and for what purpose he/she will engage in continuing education. Whether the individual has followed the traditional sequence of study and practice or whether the profession was entered later for whatever reason each person will have a distinctive style of lifelong learning influenced by individual background, a unique combination of character traits and special circumstances of environ-



ment, including stimuli provided by people and institutions who seek to promote continuing education. We must keep the options open. We must retain the right to seek and select learning opportunities because we are individuals and wish to remain so. On the other hand, the librarian has chosen a profession and therefore is responsible for rendering a service to fellow men. In other words, there is an obligation to relate learning to the practice of the profession. This is a dilemma which librarians must strive to resolve. We must think in terms of planned learning programs which will help us achieve our personal educational objectives while giving us more credibility with our own organizations, thereby encouraging greater institutional support for our continuing education involvement.

We are moving toward some form of mandatory continuing education for library and information specialists. This will be accompanied by a formal system of recognition or evaluation of continuing library education with all its dangers and excesses but with some positive elements as well. Credit banks may be a poor substitute for a system based on demonstrable improved performance creating pressure for extrinsic or intrinsic rewards, but we will live to see this as part of our professional life. Library administrators should consider the effects of mandatory continuing education and start providing tangible rewards in the form of more challenging assignments, better salaries, promotions, participation in decision-making and the like or they will see their best colleagues and employees leave them for more enlightened organizations.

Concerned librarians wish to update and extend their basic professional education in order to be able to provide the highest quality service in the fast changing environment in which we live. It is through continuing education that we are able to keep one step ahead of professional obsolescence. Perhaps of more importance is the fact that continuing education provides us with the psychological reinforcement which we need in coping with change. We need to be assured or reassured; we need to feel confident that whatever changes we face we will be able to cope and develop new and pertinent expertise. Continuing

professional education programs can be viewed as protective mechanisms without which we "become immobilized into helplessness and retreat into incompetence."<sup>25</sup>

## Notes

1. Cyril O. Houle, Continuing Learning in the Professions (San Francisco: Jassy-Bass Publishers, 1980). Particularly chap. 1 and 3.
2. Ibid. p. 8.
3. Ibid. p.10.
4. Ibid. pp. 96-97.
5. R. H. Dave, Foundation of Lifelong Education (N.Y.: Programme Press, 1976), p. 34.
6. J. G. Nelson, Recognition for Your Continuing Education Accomplishments, CLENE Concept Paper #6 (Washington, D.C.: CLENE, 1979), p. 27.
7. James J. Grovark and Mark R. Yerburgh, "Staff Development for Academic Libraries: The Art of the Possible," The Bookmark 38 (Spring 1979): 143.
8. Barbara Conroy, Library Staff Development Profile Pages. A Guide and Workbook for Library Self Assessment and Planning (Tabernask, CO, 1979), p. 2.
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10. As cited in "Mandatory Continuing Education Is Under New Scrutiny", Library Journal 105 (Jan. 15, 1980): 145.
11. Barbara Conroy, "Mandatory Continuing Education," Catholic Library World 49 (March 1978): 343-347.
12. Ibid. 343-344.
13. Mary Frances Hoban, "An Activist's Approach to Continuing Education for Special Librarians," Special Librarians 70 (Nov. 1979): 477.

14. Charles R. Martell and Richard M. Dougherty, "The Role of Continuing Education and Training in Human Resource Development: An Administrator's Viewpoint," Journal of Academic Librarianship 4 (July 1978): 153-154.
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16. James F. Neal, "Continuing Education: Attitudes and Experiences of the Academic Librarian," College and Research Libraries 41 (March 1980): 132.
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18. Neal, "Continuing Education: Attitudes and Experiences of the Academic Librarian," p. 132.
19. Dorothea Hiebling, "Sharpening Management Skills: A Resource List for Continuing Education," Wisconsin Library Bulletin 75 (Nov.-Dec. 1979): 300-303, 288.
20. Information taken from Nancy Sander's dissertation proposal and given in Neal K. Kaske, "Continuing Education for Librarians: Can We Tell the Good from the Bad?" California Librarian 38 (July 1977): 28.
21. Conroy, Library Staff..., p. 2.
22. Amelia Breiting, et al., "Staff Development in College and University Libraries," Special Libraries 67 (July 1976): 309.
23. Patricia Senn Breivik, "Continuing Education," Journal of Education for Librarianship 16 (Spring 1975): 290.

24. JoAnn Bell, "CE Attitudes and Opinion," Journal of Education for Librarianship 21 (Summer 1980): 81-86.
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## **Booking in Advance**

by

**Iain G. Nicol, Director  
Toronto School of Theology**

I count it a very great privilege to have been asked to address you this evening. I would like to thank those who have kindly offered me the opportunity of doing so. I regret very much that I was unable to be present for the reception with which the conference began and to extend a welcome to you on that occasion. However, I wish to take that opportunity now and on behalf of TST welcome you most warmly and sincerely to the campus of the University of Toronto and the Toronto School of Theology.

I take a certain pride in our city, in our federated school and related University institutions. I certainly feel this pride is justifiable and so I hope you have taken the opportunity to see the sights, hear the sounds and taste the tastes of what we sometimes call Toronto's cultural mosaic in the relatively short time at your disposal.

Having just returned from more than a week of conferences, I am more fully convinced than ever that an after dinner address should be neither too long nor too serious. It is my intention to meet these two criteria this evening and so I propose to begin by being not too serious.

Theological federations or consortia like the Toronto School of Theology have their various tensions and I want to illustrate this with reference to a story about four librarians - a Presbyterian, a Franciscan, a Jesuit and a Baptist. The school will be nameless so that no historical, factual conclusions may be inferred. There was dispute about money between these librarians and the situation became so serious that they decided the only way it could be resolved was to fight a duel. They chose revolvers, drew lots and repaired to the reading room of one of the libraries which, by the way, had a very handsome fireplace. The Jesuit was required to shoot first.

Recalling Ignatius and his persuasion that he was not only a soldier but also a gentleman, the Jesuit fired his revolver into the floor. The Franciscan decided that he was unable to take another life (remembering the teaching of St. Francis) and fired his revolver into the ceiling. Recalling the Ten Commandments, the Presbyterian decided that he didn't have the nerve to shoot either, and so he aimed his revolver up the chimney, closed his eyes, pressed the trigger and shot the Baptist through the seat of his trousers.

This story is meant to put us in an ecumenical frame of mind although if you have difficulties with it, you are free to rotate the denominations to suit your personal taste.

My second story may serve as a preface to the more serious part of this address. It was told recently by Harvey Guthrie, now past-President of the Association of Theological Schools. It's a story about a young country boy from South Georgia who went up to Atlanta with a cheque with which he wanted to open a bank account. He went to one large bank on the street corner and the teller reminded him he had to endorse the cheque before he could receive any money. The young man responded "surely I don't have to, my name's on the front. I don't see why I should also have to sign it." The young man decided to cross the street and go to another bank. However, before he could leave the teller said "well you won't get any money unless you sign it, don't forget." The young man crossed the street to the other bank, approached one of the tellers who asked him immediately to sign the cheque. His response was the same "my name's on the front, surely I don't have to sign it as well." The teller became quite exasperated, leaned over the rail, took the man by the ears and began to beat his head on the marble counter, shouting "SIGN!" The young man duly signed and received his money. Crossing to the first bank he informed the teller that he had received his money and waved the bills in front of his face. The teller however said "I bet you still had to sign didn't you?" The young man's response was "yes, I signed, but at least they try to explain things to you over there."

I repeat this story because I have felt for some time that those of us who work in the area of theological education have a considerable amount of explaining to do. I am not so much concerned about how we account for what we do to our various boards, senates or denominational constituencies, although as we all know, that is complex and difficult enough. I am more concerned about how we account for the theological enterprise to the much broader community. In our own local case, this is a community which involves the University of Toronto, a steadily increasing community of those who can't make much sense of the theological enterprise or of the churches and a community which is neither wholly antagonistic toward us, nor entirely apathetic. I am concerned also that in the incipient move towards internationalization of theological education, the Western theological tradition is being seriously called into question from within the Third World churches. This movement above all will demand our attention, our careful analysis, and also some very painful readjustments in the years to come. This is a move which involves all of us, librarians, teachers, boards and church administrations. I select only one example from personal experience. Quite recently a graduate student from Nigeria was assigned to me to write a paper on Schleiermacher. From a white, Western point of view, this is clearly not an unreasonable demand, but I began to wonder what Nigeria had to do with Toronto, or what Ibadan had to do with the nineteenth century German romantic movement. The student's reaction was not one of anger, but one of puzzlement. Behind all of this is the age old problem of universality and particularity. What we have blindly left unquestioned is the assumption that Western theology is the universal one. However, increasingly we are being called upon to explain and even justify what in many parts of the world has come to be termed the imperialism of the Western theological tradition, and its attendant values. This significant change will develop further, I have no doubt, and it will have to be institutionalized in our theological curricula. I would only like to suggest the opportunity is already present for what one might call prophetic collection building. As one speaker at the last ATS meeting said, "the Western theological hegemony is being



called into question. We can no longer expect students from abroad to return as pale reflections of Western paradigms." Somehow our institutions have to encompass the global community.

A second serious problem confronts us. The receipt of a BA degree no longer guarantees that the graduate possesses the necessary tools for social criticism. In fact I would go so far as to suggest that a good many BA graduates coming into theology view theology as eventually offering a kind of security which society is no longer able to offer. There is a very real and grave danger of a retreat from social commitment, of a permanent evasiveness with respect to urgent social issues concerning the poor, the oppressed and the marginalized. The churches are in danger of becoming docetic, invisible, uncommitted. This tendency is encouraged by an increasing number of people who privatize theology in therapy and who have very little respect for that society of which they are part, namely the church itself as a society. If a general arts degree no longer supplies the kind of analysis or analytical tools which one could formerly expect, then, at least for those intending ministry, our own institutions will have to develop a curriculum which will take into serious consideration the research being undertaken in parallel disciplines such as social work, sociology and education.

Libraries and librarians clearly have a vital role to play with respect to this problem, at least in regard to collection development. And if you have to contend with recalcitrant faculty members who may not approve of this tendency, don't forget there are other faculty members who may also have to contend with recalcitrant faculty members. The eschatology of librarianship demands that we book in advance.

Do I have any advice for librarians? Not very much, except to suggest one course of action by means of another story. It is a story about a shy young woman who became librarian at a very high class school for girls. The teachers introduced themselves to her one by one "Annie Robertson, French and English." "Nona Gordon, Greek and Latin." "Veronica Perelli, Spanish and Italian." The young woman

plucked up sufficient courage to say to all of them "Molly Kelly, Scotch and Irish." My advice is this: Don't hesitate to be direct and straightforward with faculty and administration.

In conclusion, I want to thank all those who have made the 1982 ATLA conference such a success. In 1957 a Hollywood musician received the academy award for best musical score. On receipt of the award he expressed his thanks, but went on to say that the score was really the work of a team and he went on to thank the team as follows: "I want to thank Beethoven, Brahms, Berlioz and Stravinsky." I want to thank our team of librarians and all the people who have helped them, and so I want to thank Bracewell, Black, Burgess, MacKenzie, Hassel, Connolly and Corman. And I want to thank you all for contributing to the success of this conference by your participation in it.

## **Report to the Membership on ATLA Reorganization**

by

**Simeon Daly, Past President**

This session is meant to be what it is called: a report to the membership on ATLA reorganization. You know full well that such efforts have been taking place. Published reports have indicated some directions that have been taken. These reports can only hint at all the careful thought devoted to this reorganization in endless committee meetings by your officers and elected representatives. What is being developed represents our best thinking at this time. The fact we have seen fit to study changes is proof enough we are far from believing what we proposed is set in concrete. In fact the opposite is true. We are continually open to new insights. We are proceeding with the present reorganization. Within its framework though, there is room for development.

Bob Dvorak and I will address the background out of which the changes developed and introduce you to the Program Committee, which we see as having a key role in the new direction we are taking.

To put this in some historical perspective I want to take you back to July, 1979. I have blotted out of my mind exactly where I was and what I was doing when I first received the news from Dr. Paul Hamm that he would not be able to function as President of ATLA. It took a little time to absorb the implications. From Vice-President-Elect, still wet behind the ears, I was suddenly catapulted into a position of full responsibility for ATLA and its programs.

Paul Hamm was helpful, but information was not easily come by. I remember sitting in Jerry Campbell's office at Iliff on a hot July afternoon saying: "If we do nothing more than improve communications in this organization we will have performed a great service." It would be simplistic and not accurate to imply that any such goal has brought about the reorganizational changes. It is fair to say the

thinking begun then eventually got the board to question, ponder, resolve and then act on many issues.

As a first step in communicating, I tried to use the Newsletter as a normal means of apprising the association of what was going on. For two years each issue had a letter from me.

For communication within the Board, an arrangement has been made to have a recording secretary whose work will be evaluated as other appointed officers and who enjoys an honorarium.

You may recall that in July, 1979 the last Proceedings we had received were for 1977. A task force was appointed in the spring of 1980 to deal with the whole question of getting those proceedings out and finding some way to assure prompt delivery of proceedings from future conferences. In 1980 with the help of Elmer O'Brien, David Wartluft with almost super human effort, got out Proceedings for 1978, 1979 and 1980.

That same task force re-examined the whole office of the executive secretary. Studies made a few years ago had shown that ATLA could not afford a fully-funded, full-time executive secretary, but we had proceeded to act as though we had one. Our looking at that office turned up a number of ideas that eventually led to a whole new role for the executive secretary. The first move was to remove the responsibility for the conference proceedings from that office to another editor under the direction of the Publications Committee. That we have not yet received the 1981 proceedings has been explained elsewhere, but it highlights the enormity of that task which David and Joy managed to do for so many years. A new editor will soon be forthcoming and I trust prompt delivery of proceedings will prove to be a most important link for the members of the Association.

It is in the context of these very considerations that another task force was appointed, this one to deal with a job description for the office of executive secretary and also the frequency of our meetings. Because of the cost of travel and because

continuing education had to be sought elsewhere, was it still reasonable to hold annual conferences, or should we only meet every other year? This was the context of the task force's looking at the whole question of workshops, continuing education and long range program planning. We began to ask ourselves what committees could do to strengthen programs. This led to the creation of the Program Committee and the re-examination of the roles other committees should play.

The executive secretary role is crucial to this whole reorganizational plan. We still cannot afford a full-time secretary but are attempting to upgrade the office. Committees that had dealt with membership recruitment and membership lists were subsumed with the presumption that by purchase, rental, or purchased service word processing and other computer-related service would be made available. The honorarium, travel and office funds have been increased so this office could become a much more efficient and visible service to the Association. Al Hurd accepted a temporary appointment to this position while a search could be made for a more permanent secretary. He has served us well. I am particularly grateful for his stepping in so generously in this transitional time.

More than anything else I want to convey to you the excitement these developments have generated in the minds and hearts of those of us who have struggled so long and hard to bring them about. How successful they will be will depend on many factors but it gives me great pleasure to see this reorganization being given a chance to prove its merits.

Bob Dvorak will take you a little further down this path as he explains the enriched committees, the new Program Committee and how they dance together.

## **ATLA Reorganization: A Statement**

by

**Robert Dvorak, Vice-President**

From the remarks offered by Simeon Daly, as well as Newsletter statements over the past year and any recollections that you may have of a meeting similar to this one held last year in St. Louis, we hope that you may now have some rather thorough orientation to the reorganizational path along which the Association has been travelling the past two years. We have not yet reached final destination, but we are farther along in the process at this Conference than at any previous time. Let me review for you the three major areas in which this reorganization consists.

### **Office and Role of the Executive Secretary**

This matter should not really be new to you. Description of anticipated changes has been previously announced. What is newly happening, however, is implementation of words into deeds in two areas especially. 1) There is already occurring a certain transferral of some responsibilities previously carried on by committees or appointed persons in the Association into the hands of the executive secretary. The ATLA Materials Exchange program is a case in point. 2) A search committee to find for us a permanent appointee to the Office has been established. That committee is meeting this week, and we shall hope to have recommendation from them before leaving Toronto on Friday.

### **Program Committee**

Word about the standing Program Committee is not new either. What is current, however, is that personnel have been recruited and mandate articulated, so that the members have already begun deliberations and planning for the next Annual Conference. This program in Toronto is the last for which the Association's vice president will have primary responsibility. Henceforth this standing committee, having some permanence of service, will organize successive

Annual Conferences building strands of continuity from year to year. Again new, this standing committee is moving seriously toward the establishment of continuing educational components within conference programming. Thus, in several ways, the next conference in Richmond, Virginia, will be a fresh beginning to our annual gatherings.

### **Standing Committees and Sections**

Previously you have had word concerning the adjustment in roster of ATLA standing committees. They are to be fewer in number: Bibliographic Systems, Collection Evaluation and Development, Nominating, Program, Publication, and Readers' Services. We are hopeful that a more disciplined system of communication and accountability can keep these standing committees and Board of Directors in close touch with each other. Sunday of this week, while many of you were first beginning to think about packing your bags to come to Toronto, a plenary meeting--brainstorming in nature--of standing committee chairs and Board members was held to provide mutual consultation about reorganizational matters and the future of committee undertakings. It is our desire that similar occasions prior to the start of Annual Conference can be scheduled for successive years. Further, the Board of Directors has encouraged each standing committee to reserve the Friday after Conference for the work of planning the given work of each and transacting appropriate business. Persons who accept appointment to serve on a standing committee should contemplate the responsibility to remain a bit longer at the Conference site in order to participate fully in the work of their group.

While fuller standing committee accountability to the Board is a goal toward which we are working, more effective initiative on the part of the committees is likewise envisioned. To that end we will expect, after this present year, that each standing committee will organize itself in terms of selecting its own chair and distributing working responsibilities. No longer is it to be assumed that the duty of chairing will simply rotate among committee members, resting usually with the senior member. Committees will probably know the dynamics of inner

relationships and abilities to choose presiding leadership with relative ease.

The Board of Directors is aware that in reducing the number of standing committees and in turning away as much as possible from the establishment of ad hoc committees (preferring to channel special interests and projects through standing committees whenever and wherever possible), it may seem that there will be lessened opportunity for ATLA members to involve themselves directly in aggressive participation and leadership of Association interests. That is not a desirable end of the reorganization project! To counteract that possibility, the Board has devised a plan that should encourage vigorous interaction of the membership with standing committee enterprises, while at the same time garnering much needed member support for those individuals functioning on the standing committees. The plan calls for sectional organizing of the membership according to interest groupings.

Briefly, this is how it will work. This afternoon, following this session, the standing committees will hold open meetings (Nominating and Program Committees not included). Every person present at this Conference should choose one of the four standing committee meetings for attendance. Those present in each meeting will constitute a provisional, interim sectional registration. At the next notice of annual membership dues renewal, the form sent by the executive secretary will include a line on which you may register for at least one of the four sections: Bibliographic Systems, Collection and Evaluation and Development, Publication, Readers' Services. You may either identify the same section which you attend this afternoon or make substitution(s). At the next Annual Conference, and each year subsequently, meetings of each section should be expected. These sections will be administered by the persons serving on the matching standing committee. The meetings will offer opportunities to discuss projects of wide interest, common interests of section members, problems and suggestions for general conference programming. Though it will take some time and experience to fully organize into smoothly running groupings, it is anticipated that the sections will



become normal operating units of the Association. Annual meetings will occur at Conference, and between meetings communication of section activities, news, and reports will be conveyed through the Newsletter. That channel has the advantage of reaching every member of ATLA, so that there can be no doubt that every section member will be apprised of developments. Further, all ATLA members will be able to 'overhear' the transactions and agendas of sections to which he or she does not officially belong.

In standing committee meetings this afternoon--let us call them "sectional meetings"--we request that chairs of the standing committees call for response to all of this from those present. Some communication should thereafter be reported to the Board through the executive secretary, Al Hurd, or the vice-president, Martha Aycock, or myself. These responses will be docketed as a specific item for the agenda of the Board of Directors in post-Conference meeting or at their midwinter meetings.

What has been presented to you represents the Board's thinking through several stages of development up to the present time. There are many questions which remain. One, for example, that we have been unable to settle in our own deliberations, is that concerning the number of section memberships that ought to be available per member. Nothing along these lines is permanently arranged yet. We know that much work lies ahead, but we believe that by openness of your thinking and discussion concurrent with a willingness to plunge ahead with these ideas for the future we may make some significant strides forward as an Association.

## Presidential Address

by

Jerry Campbell

Friends and colleagues: at the mid-winter meeting of the Board of Directors here in Toronto, the Board asked me to make this address giving my thoughts on the present transformations going on within our association. Some of you know that such things as Presidential addresses are actually against my better judgment. Yet before this annual meeting is over, I shall have made one--a brief one, I hope. I have accepted what for me is an unusual assignment because I think this is an important time in the life of ATLA. Approached with forethought, care and a good spirit, it can be a rich and productive time.

When I boarded the plane at Dallas/Fort Worth Airport, I overheard a younger member of our association explaining with clear exuberance where she was going. It was remarkable to observe the enthusiasm in her words and to observe her commitment to what we all claim as a common focus. I intend no embarrassment for that person by saying this. Indeed, I too have always had a certain excitement and enthusiasm for these meetings. What is more, I cannot recall ever leaving without some strengthening of my identity as a theological librarian and without renewed vigor for the work that always awaits my return home. Many of you also experience similar anticipation and, afterwards, similar benefits. Of course, some of you may be too irascible to admit such stuff, but I hope, none the less, you share it. These simple rewards for meeting together are exceptionally important for professions such as ours.

One hundred and one years ago a young biblical scholar, Frederic Gardiner, met with Philip Schaaf, Daniel Raynes Goodwin and a few others to found the first professional association in theological education. Their efforts demonstrated an urgency in the very infancy of American biblical scholarship to develop a comradeship among others with like interests. Within a decade, the membership of this new

Society of Biblical Literature and Exegesis had tripled. The expertise and knowledge of the membership--due in part to their scholarly interchanges and personal reinforcement through a semi-annual meeting--grew also.

To this example of the S.B.L. others might be added. Between the years 1868 and 1890--the formative years of our modern educational system in North America--an unprecedented number (over 200) such associations were organized. Thus, from the beginning of this present era, we who have been engaged in education have sought and established collegueship. I will not discuss it, but perhaps this need, so often manifest, derives from the conflicting but wonderful juxtaposition of both the allure and the threat of new ideas. All of this is to say that experience and history argue that this enterprise of which we are a part requires a certain amount of interchange.

It seems somehow a little trite to march out an extended account of the benefits of our own association, but I do want to make at least one major and general point in that regard. Perhaps another historical reference can make the point without the triteness.

The time in which the S.B.L. was founded and initiated was potentially a calamitous time for biblical scholarship in America. In that very year (1881) The Revised Version of the New Testament was published. It constituted an unparalleled event in the history of publishing. 300,000 copies sold in New York and Philadelphia alone on the first day of sales (May 20th). Over three million sold in England and America during the first twelve months of its publication. There was, as well, an equally large disagreement over the Revised Version and its significance. The same year both the public and academic press began to notice W. Robertson Smith's works and troubles in Scotland, the views of historical criticism (through the classic formation given them by Julius Welhausen) reached American scholars with their full impact.

Differences of views over such matters had long produced academic rivalry, hostility, and even bitterness among and between German scholars. While there are many examples of this, it might be most easily observed in the resurgent and forceful orthodoxy of Hengenstenberg and his followers at Berlin. In North America, however, a different phenomenon occurred. Certainly disagreement and debate ensued as a result of the new criticism but conservative, moderate and liberal scholars alike were held together in the S.B.L. In addition, though the Journal of Biblical Literature published articles of widely divergent viewpoints, it never stepped down from scholarly presentation to heated argument. One may even find evidence that the respect and even friendship of intellectual Nemeses held fast. Most open attacks of the era arose not between or among scholars but between pastors and scholars. The point is that the S.B.L. gave American scholars a cohesion across denominational lines and varying viewpoints that others like the Germans did not have, and it allowed them, even with their differences, to continue a productive association. It is, therefore, not only enthusiasm and mutual reinforcement that you and I find here, but a larger cohesion as well.

It has been rightly observed by a senior statesman of this association and the person whom I consider to be my mentor, Donn Michael Farris, that ATLA is a fragile organization--a volunteer association existing across many sectarian and denominational bounds, encompassing large research libraries and small beginning libraries, with a membership that represents a wide variety of daily pursuits and often as not pays its own way to these meetings. In a time of transition, if we are not attentive to those historical and present reasons that bring us together, such a group might not cohere.

I make these observations not just to state my own appreciation of the ATLA, its value for my own professional growth and development, and the benefits I have perennially derived from it, but because I have observed that such appreciation has constituted a foundation for and a corrective to the deliberations that have led to the changes Simeon and Bob outlined to you yesterday. I have been privileged to

view the work of many colleagues who have authored the new internal structure now being established--from the initial meeting of Task Force '81 to the present time. Without fail, their motives have been constructive and always aimed not just to preserve but to enhance the quality of this time we annually spend together. Indeed, the words of Donn Michael mentioned above were taken from a discussion reflected in the Minutes of the Mid-winter Board meeting.

We were brought together to consider the changes now underway for some very good reasons. Some of the present directions were signaled by John Baker-Batsel in 1973. What an individual sometimes sees with keen insight most often comes considerably in advance of an organization's capacity to accommodate. Yet, if the vision is true it will not be lost.

Almost a decade now has borne out the gist of what we heard then. A strengthened executive office has become a critical necessity, not because it was suggested but because the work demands it. We have during this decade past seen major problems arise that required a continuity of leadership and a level of financial support ATLA has not been able to provide.

In years past, our answer to the first two great issues that arose to confront us was the creation of subsidiary Boards--namely Index and Microtext--to handle matters. While this has been an eminently workable and highly successful answer, it has not seemed wise to proliferate such boards each time a worthy task presented itself. We have in our most recent past attempted to respond by means of the creation of ad hoc committees. We have been pressed to such action by a variety of factors: the somewhat narrow and often inactive roles given the standing committees; the restricted role of the office of executive secretary; and, on the positive side, the desire to take advantage of the energy and enthusiasm of those responsible for giving birth to the new ideas. Such solutions, older and more recent, have also been necessary because the Association--I believe wisely--governs itself through elected officials with brief tenures in office. Few of the major

issues that confront us are equally transitory.

In the past decade in particular this association has found itself beleaguered--and I mean in a positive and healthy way-- by work demanding to be done in the interests of theological librarianship. This overfilled agenda has forced us to make hard choices among several worthwhile projects. Out of our own human and fiscal resources, we could neither undertake them all nor fully underwrite any one of them.

Against the background of John's address, as well as the wise counsel of many others, the work itself that has come before this association, demanded we refine our own abilities to manage our agenda.

We have also been challenged to organizational self-analysis and growth for another good reason, namely, the desire to spread the possibility for active participation and grassroots leadership more broadly throughout the membership of ATLA. After only momentary reflection you will all recognize both the desirability of this and also its practical difficulty. We have only a relative few elective and appointive offices. To decrease tenure in office holds no viable solution for broader participation because terms in office have in every case where the work permitted, been established with minimum durations. Likewise, it has not seemed defensible to expand the number of offices, either elective or appointive, or to increase the executive size of working committees.

The difficulty of a solution notwithstanding, the hope of greater participation for every member persisted in the thinking of the association until the concept of "sections" was forthcoming. As a concept, it is strong and well-formed. In its detailed and practical description, as you are aware, it requires fine-tuning. But in its potential, it is already exciting and possibly momentous. It does not simply permit wider voice and activity for each member, but rather, actually has its success premised on the emergence of such participation. I invite you to join me in making the sections a productive and

beneficial aspect of the life of the association.

To these--managing a growing agenda and broadening membership participation--was added a third good reason for review and change. We all alike want to have the best programming possible at these annual meetings. We need variety; we need substance; we need practical benefits; and the list can go on. But our arrangements for programming have not been the best for meeting such needs. If you will pardon a Texan for saying so, our most recent past arrangement has most resembled shooting from the hip. A vice-president was elected in May, installed in June and asked to have a program conceived and arranged by January for reporting to the Board. The host or hosts were drafted from their own considerable duties to join this rapid-fire process. I do not wish to denigrate the quality of such programming. In these circumstances we have been exceptionally well-served. But I will highlight what we all know about the limitations of such an arrangement.

On the one hand, continuity and sequential development in programming have not been possible. Quite naturally, the eye has been set on a single performance. We have not had the regular capacity to engage in what might in other settings be called curricular planning.

On the other hand, we have had the interest but not the capacity to develop continuing education programs under the old system. We have been significantly assisted in recent years in perceiving our need for such programming by the examples of the Princeton Institute in Theological Librarianship. That institute has decisively demonstrated that we have a demand for sessions with more content--even the potential for academic credit at a continuing educational level.

The solution to this basic problem is now sought, as you have heard, through the creation of a Program Committee. A review of its first six months work shows that already we are gaining perspective on programming continuity and breadth and taking steps toward a continuing education segment for the annual meeting. I am confident we will be well served by

this new approach.

So these reasons--the magnitude of the work before us, the need for wider participation and a desire for program development--always corrected by concern for the well-being and integrity of the association lay behind these internal changes. Will there be more changes? Well, none of the magnitude of these remain from the Task Force '81 Report. By the next annual meeting virtually all its substantive recommendations will be in place, and we will be in a period of their testing and evaluation.

This has been a remarkable period of time, beginning with Simeon's bold willingness to engage such fundamental issues and ending with the creative response of the leaders of our standing committees. I share my confidence with you that this has been a job sensitively and well-done. I also share with you my confidence that never has there been a better time for such change to take place. You, the members of ATLA, bring to the new structures a level of library and theological expertise unsurpassed in the short history of this association. I have observed interest, enthusiasm, and willingness to serve in increasing numbers. I am hopeful such energy and these new structures may combine to give us new creativity in addressing issues of the day and those to come.

This is also the right time for such change because only shortly we will be required to address the findings of Project 2000 and through it to consider our work in the balance of this century. Whatever else we may find in that report, I know we will find challenge. An invigorated ATLA will be necessary to meet that challenge.

Finally, let me express the hope that these changes will be timely in their service to the stature of this association. We have the critical need for a strong executive image, a vital and active membership, and a program recognized for its quality. These elements are essential if we are to find success at seeking and securing the support that will be necessary to underwrite present and future projects of the association.



Let me add a postscript. It may be the most persuasive demonstration of my enthusiasm for the changes underway if I tell you they have given me a genuine eagerness to come back out among you simply as a member in good standing.

# **ATLA Board of Microtext: The First Twenty-five Years**

**Presented by**

**Charles Willard, Jean and Raymond Morris**

**Summarized by the Editor**

With the assistance of Jean and Raymond Morris, Charles Willard narrated an illustrated history of the Board of Microtext. A grant of \$80,000 was received from the Sealantic Fund in the late 1950's to underwrite the activities of the newly formed Board. Experiences of those early days were recounted by Jean Morris.

Since its inception virtually all of the filming commissioned by the Board of Microtext has been carried out by the staff of the Department of Photoduplication of the University of Chicago. Herman Fussler, Librarian of the University of Chicago and Cosby Brinkley, head of the Photoduplication Laboratory were instrumental in setting the high standards of production that have continued to be met by the Department under its present head, Sang Sul. Raymond Morris recounted many of his memories of Cosby Brinkley. Transcripts of both Jean and Raymond Morris' recollections follow this summary.

In addition to the work done at the University of Chicago, high reduction ratio microfiche is now being produced for the Board by Micro-Publication Systems and by UMF Systems, Inc. Both companies are located in Southern California. Careful handling during the process allows for the filming of rare and brittle materials. High standards of filming meet all ANSI specifications.

Former members of the Board of Microtext were recognized for their contributions: Jerry Pelikan, James Tanis, Dechert Turner, Herman Fussler, Ray Suput, Roscoe Pierson, John Baker-Batsel, Norman Wente and Elvire Hilgert. Special tributes to Jean and Raymond Morris concluded the presentation.

## Board of Microtext

### Current Recollections of Jean Morris

Some of the plans for the Microfilm Project were worked out here in our home. It was during one Christmas vacation, probably 1955, when Raymond set up a card table in one end of the living room and enlisted the help of our elder daughter. Together they began making some estimates about costs for production of microfilm and the possibilities for the sales of this product. A committee had been appointed by ATLA to do this job, hoping that a foundation might be approached to fund it. There never seemed to be a suitable time for the two other committee members to meet and a deadline had to be met if the presentation of the budget could be made to a foundation early the next year. It was therefore a Morris daughter who helped in the absence of the ATLA members.

I remember that later in the year 1956 Raymond made at least one trip to Chicago to consult the librarian of the University of Chicago about micro-filming. He was directed to that University by Dr. William Dix, the librarian at Princeton University. Dr. Dix told Raymond that the Department of Photoduplication at the University in Chicago was an excellent one and said that Dr. Herman Fussler, librarian of the University was the logical person to give advice. It was then that Mr. Cosby Brinkley came into the picture. Mr. Brinkley was the head of the Photoduplication Department and was probably the most exacting and best technician in charge of any microfilm project in the United States. Dr. Fussler recommended Mr. Brinkley to Raymond and also agreed that the negative films could be stored in the University's microfilm laboratory. Mr. Brinkley was intrigued with the whole idea and was willing to undertake the technical processes for the Board of Microtext. His devotion and interest continued for the remainder of his career. Until he retired from the University in 1977 or 78 he did everything possible to further the work of the Board, often going beyond the call of duty.

I remember it was a secretary at the Yale University Library who took care of the few records and wrote the letters that were required during the first years the program was in operation. Then, there came a time when it was obvious she should not be asked to carry it on longer. Raymond, as chairman, was considering the next move for the Board of Microtext. It needed a change of office, space, and personnel. I suspect he had the answer to the question where and who but was wise enough to let me make a suggestion. In the meantime the Library Development Program had been established and I was doing the secretarial work for that program. So I said I thought I could coordinate the microfilm secretarial work with that of the Library Development Program. I assured him I would keep the two programs separated even in a small office. All the microfilms were stored in the Laboratory of the Photoduplication Department at the University of Chicago and in New Haven only the records of the films, orders from institutions and payments for the films were kept. The office of the Board of Microtext that had been located at 409 Prospect Street in Yale Divinity Library was transferred to 159 Westwood Road. This was about 1964. One day Raymond appeared at the door with one notebook and a little box containing some 3 x 5 cards. This was the extent of the records. With these we set up business at first and the work began in a new office.

When the films were transferred to Princeton about 1972 or 73, Charles Willard enlisted the help of Steve Peterson and it took a small U-Haul truck to make the move. By this time there was a 4 drawer vertical file cabinet and many notebooks at our house holding the records. There were 2 or 3 film cabinets at the Divinity School that had to be moved to Princeton. Small acorns grow into great oaks and that seems to be what happened to the ATLA Board of Microtext.

Raymond had a strong desire, in addition to the main purpose of the establishment of the Board of Microtext. He wanted to give members of the Association some part in the work of the organization to which they belonged. There were tasks that could be undertaken by individual librarians in their own

libraries. There were runs of periodicals that could be collated, could be supplied by them and the film then made at the University of Chicago. This happened many times. And I remember especially Joyce Ringering, now deceased, the librarian of the North American Baptist Theological Seminary in Sioux Falls, S.D. She was elated to find that she could contribute to the work of ATLA through the Board of Microtext. So interest was created in many ways and the efforts of many people furthered the work of the microtext program.

## Recollection of Cosby Brinkley

by

**Raymond P. Morris**

I am very glad to speak of Cosby Brinkley because I personally owe so much to him for what he did and for which I received credit. Also the Association should be obligated to him because of the enormous effort he devoted to it in the years of his life.

He was a very human person. I've always looked upon Cosby as sort of a rough diamond. He enjoyed his cup of coffee and he had a sense of humor quite his own. At the time the filming work was going on, I frequently would have to drop by Chicago to see him to talk over matters we couldn't do through correspondence. He would always invite me to his home. I'd stay overnight with him. Early in the morning, very early in the morning--he was an early riser--I'd get up and there he was sipping a cup of coffee wondering if I wanted one. Later he would get breakfast. He loved to cook. You ought to have seen his big bulky scrapbook cookbook which he liked to follow. Fortunately his wife was indifferent about the matter.

He loved to fish. I visited him several times when they would vacation up in Maine. He loved to go out and fish--spending hours at fishing and getting them ready. He didn't care to eat them, neither did she. They cooked them for me.

He spent most of his career in photography. He worked extensively with UNESCO. He spent several years photographing material for UNESCO in Egypt, some time in Mexico and Latin America and elsewhere. When Herman Fussler attracted him to Chicago he knew what he was doing. So we had the good fortune, through the advice of Dix from Princeton to come into contact with the one person who perhaps knew as much about the actual work of microphotography, as we were going to use it, as anyone in the country. I'd like to acknowledge that and I want you to know it.

Also I would like to acknowledge the great indebtedness I feel to the University of Chicago and to Herman Fussler, a very able man. He gave the most complete cooperation, was supportive as he could be in the project and open to whatever Cosby wanted to do by way of equipment and programming. His advice was invaluable as this program was being set up. It got us off on the right foot and we avoided many of the mistakes frequently made in microfilming.

Microfilm reels look alike but they are quite different when analyzed. You must remember we are going back to a day when, while there was a great deal of enthusiasm about microfilming and much of it had been started and was underway, we did not then know what we now know about microforms. It was through the devotion of Cosby Brinkley that we were able to carry out the program as well as we did.

Cosby was a rough diamond but he was extremely discrete in his handling of people. This was essential. I will not mention the institution and I will in some ways disguise it so you will not discover in your mind the location. It was a trip that involved a day and a half travel in his truck. He had arranged with an institution to photograph their material. He would transport it to Chicago and return it to them. This had all been cleared. He had it in writing. He was there. He called at the place. Something held things up. No progress was being made. He did not get access to the files and he discovered they were hedging on the matter. Always in the contract with the owners of the material to be filmed we would give them a positive film--one. This institution was insisting they get two. Cosby knew what his instructions were. He handled the situation with the most discretion and finally after they had talked for a while and he had given them time to think, he said, "May I use your telephone? All of my conversations have been with Raymond Morris in New Haven and with Bishop So-and-so (the Bishop who was over this particular institution) and I'll call them to see what mistake I have made." They relented immediately and said, "Oh no, we won't do that. You take the files along and send us a copy and that will be quite all right." With all of his rough human qualities he had the delicacy of knowing when and how to handle

people. So when the material was delivered back to them they greeted him, laid out for him a cup of coffee and a piece of cake and they had a good time together.

There wasn't a foot of negative film produced that he did not personally examine. Unfortunately this took his weekends. He had his garage halfway devoted to an adjunct laboratory. I don't know what Mrs. Brinkley thought about the matter. She was very gracious. This was the way he worked and I want you to know it. It was mostly done as contributed labor.

He was not a good churchman. He often talked to me about the last sermon he had heard. He said, "I don't see how it could have been contrived". He was not a good churchman but Cosby--he died with cancer as perhaps you know, a miserable experience--was a firm believer in the church and this gave him an outlet. This became for him his religious exercise. So I do not begrudge him what he did. He was really a remarkable person.

I want to give the attribution for the program where it belongs: to Cosby Brinkley, to Herman Fessler for the support he gave, and to Jerry Pelikan, who was then at Chicago, for his great moral support. It was because of these men the program got under way as it did.



## Oral History for Theological Collections

by

Alice M. Kendrick

(The following report includes excerpts from the June 22, 1982, morning session of the ATLA workshop on oral history. Major remarks not included are omitted simply because more detailed information and material can be secured directly from the sources indicated as well as from the Columbia University Oral History Research Office, Box 20, Butler Library, New York, NY 10027.)

I bring you greetings from the Lutheran Council in the USA.

Little did I know when I sat with Bob Dvorak at the ATLA banquet last June at Christ Seminary-Seminex that he would soon after be approaching me to lead a workshop at this year's meeting. Someone should have warned me!

But it is a joy and a wonderful opportunity, as well, this morning to share with you some procedures for establishing an oral history project, based on some rather personal experiences about which you will soon be hearing. I hope that their application will be helpful to you in establishing a similar project in your own institution if, of course, there is significant need for it.

We shall be spending time this morning outlining a number of topics. What is meant by oral history, to begin with. The interview process will be another topic, and we shall discuss guidelines for the interviewer, the respondent (also known as the interviewee), the transcriber, and the obligation of sponsoring institutions. We will also be reviewing oral history recording equipment, and tapes and their deposit.

Before the morning is over, you will probably hear more than you want to about some of the subjects and less than you want about others. In the case of

the latter, please feel free to ask questions later. In the case of the former, I'll try not to be longwinded.

Let it be well understood that I do not pretend to have all the answers on this subject, but after studying the theory and process of oral history while on sabbatical at Columbia University and then applying Columbia's principles in establishing the Oral History Collection of the Archives of Cooperative Lutheranism, Lutheran Council in the USA, I have learned what works well for us. I have seen the rather dramatic results of this exciting new dimension. Its application continues to excite me, as I hope it will you.

Later this afternoon, we shall study in more depth the interview process itself and be privileged to observe a demonstration interview which will be conducted by our own ATLA archivist Gerry Gillette with Dr. and Mrs. Raymond Morris. Gerry will explore with the Morrises their unique contributions to ATLA in the first of what is hoped to be a series of interviews with the Morrises, the others less public, I might add. Those of us on the ATLA oral history committee rejoice that this interview is about to take place.

Oral history in its manifestation began with historian Allan Nevins and the accepted date is 1948, when he established the Oral History Research Office at Columbia University. (Today Columbia's collection is the largest in the world with over 4,000 interviews filling more than 500,000 transcribed pages.) Dr. Nevins envisioned oral history as a tool for the trained historian to capture the memories of important people who shaped the country's political history, but today its application goes far beyond that.

By 1967 there was enough interest in Columbia's method of preserving the past to form an association of oral historians which now numbers over 1,300 members. From the inception of the organization, the historians in the group have been somewhat surprised to find their ranks swelled by people from a wide variety of academic disciplines: medical doctors,

anthropologists, sociologists, psychologists, librarians, archivists, educators, etc. The field of religion is a rather recent addition.

The Oral History Association recognizes oral history for what it is--a method of gathering a body of historical information in oral form, usually on tape. Because the scholarly community is involved in both the production and use of oral history, the Association recognizes an opportunity and an obligation on the part of all concerned to make this type of historical source as authentic and as useful as possible.

Willa K. Baum, in her excellent handbook, Oral History for the Local Historical Society, describes oral history as "the tape recording of reminiscences about which the respondent can speak from first-hand knowledge. Through pre-planned interviews, the information is captured in question-and-answer form by oral history interviewers." Later the interviews are transcribed into typescript. Incidentally, the reason a transcript is considered all important is that the researchers cannot take the time for prolonged listening to tape. Listening to ten hours of tape takes far longer than reading 300 pages. (A one-hour tape usually results in about 30 pages of transcript.) In addition, names and other factual material are more easily verified in print. In every case, the respondent okays the transcript for accuracy.

While there is a variety in technique, most projects follow the basic pattern initiated by Columbia University. All projects should share a concern for professional standards as stated in the Goals and Guidelines adopted by the Oral History Association in 1968, and the Evaluation Guidelines developed by that association in 1979.

It is important that an oral history project be kept on a firm professional basis all the way through with an administrator directing it, and it is helpful to have an advisory ad hoc committee to help in the selection of respondents and interviewers.

When should an oral history project be established? When there are factors that demonstrate a significant need for it. It's as simple as that.

Let me tell you what led us to establish an oral history collection at LCUSA. Very briefly, the Archives of Cooperative Lutheranism contains the manuscripts, correspondence, documents, minutes and published material related to 33 inter-Lutheran organizations, dating from 1910 to the present. Included among these record groups are the National Lutheran Council, Lutheran Council in the USA, Lutheran Historical Conference, Lutheran Immigration Service, Lutheran Refugee Service, Lutheran Film Associates, Lutheran World Relief, Lutheran World Ministries and National Lutheran Campus Ministry, to name just a few.

It is true that meetings, official statements, writings and speeches are fairly well documented, but it is also true that no records exist for the many informal, but important, meetings and telephone conversations which occur. And, no materials document the personal philosophies, unique perspectives, anecdotes and personal experience of many church leaders, even voices of controversy, of which we've known to have our share, including many persons who have been ideally posted to observe these leaders.

In order to provide some of the color and the emotion and the hidden thinking that is simply not documented, even in the richness of these resources, which have been referred to as "one of the most fertile sources for the study of 20th century Lutheranism", an oral history collection was initiated in 1976.

A reference committee was formed to help us select those persons to be interviewed. This was not an easy task, as you can well imagine. This committee included the leading historian of the American Lutheran Church, a professor of church history from the Lutheran Church in America and the president of the Lutheran Church-Missouri Synod.

We had received a \$29,500 grant to begin the project from Aid Association for Lutherans, a fra-

ternal benevolence insurance company, but we were not at all certain how far that funding would take us, although we hoped to be able to produce 40 oral history memoirs.

There was no way to anticipate costs totally in terms of some of our own unique factors. Our respondents were scattered throughout the nation, for example. Could we find knowledgeable interviewers in those areas to conduct the interviews for us? Would the respondents be coming to New York on business so that transportation costs would not be a factor after all?

Would we pay our interviewers? No! We decided we would not. Despite this, 21 interviewers gave freely of their time and expertise. Seven were from our New York staff, while the balance was international, including journalists, seminary professors and historians.

It is equally important to point out to you that my time, which included selecting interviewers, arranging for interviews, correspondence, auditing the tapes, proofreading, etc., did not draw upon these funds.

I am mentioning all of this because there are certain essentials that you must try to anticipate in terms of costs, as difficult as it may sometimes be:

- a. Salaries - administrators, interviewers, transcribers, indexers.
- b. Equipment - recorders, tapes, cassettes, microphones, paper.
- c. Travel.
- d. Telephone, postage, duplicating, photos, binding.
- e. Publicizing the collection.

In our case, taking all of the aforementioned into consideration, we were able to produce 58 memoirs (not 40), based upon 88 interviews; 153 hours of interviewing, resulting in 4,790 pages of transcript. For us, all things considered, the average

cost per memoir was about \$500. The average length of the memoirs was about 2-1/2 hours, although they ranged from one to 14 hours in duration.

With that initial funding we were also able to produce the catalog, The Oral History Collection of the Archives of Cooperative Lutheranism, Lutheran Council in the USA.

It has been said by some experts that you can anticipate that each hour of transcribed tape will cost \$200, taking most of the aforementioned into consideration. We had 153 hours of interviewing, and this is just about what our entire project cost us.  $153 \times 200 = \$30,600$ . Our grant was \$29,500, if you remember. If you are interested in the actual cost breakdown, I'll be glad to provide this information later.

To continue now, oral history interviews in our collection are tape recorded and transcribed into typescript. After auditing the tapes against the transcript in order to make sure that all the words recorded appear on that transcript, it is sent to the respondent for review. He or she is asked not to edit, but to make sure that all names, dates and similar facts are correct. When the respondent returns the transcript to us, it is then retyped, indexed by proper name and subject and bound, with one copy given to the respondent and one placed in our depository subject to such temporary restrictions upon use as the respondent may impose. There the memoir remains for the benefit of scholars of this and succeeding generations.

In summary, it is important at the outset that you conceptualize the project clearly. Know what you want to achieve. Seek a large enough body of information so that it is useful to historians. After you have determined the need and the scope for your project, form a reference committee to determine who should be interviewed first. Make your decision on the basis of the knowledge the individual has of your area of interest. His or her age and state of health should be considered. (Of the 58 respondents in the initial phase of our project, 37 were 65 years of age or older.)

But do not assume that older people are the only ones worth interviewing. Present-day leaders will have insights and ideas which in the future may have a profound effect on the life of the church or your institution.

Let us say there are strong reasons for establishing an oral history project, perhaps to document the history of your seminary, for example, and you have determined who should be interviewed. You have arranged for funding. Now you need not only some interviewers but some guidelines for interviewing as well, so let us touch upon that subject.

But first of all, keep in mind that interviewing is only part of the oral history project, often the shortest period. In terms of time, a one-hour interview can result in 40 hours of professional and clerical time:

- 5 hours for research
- 2 hours with the respondent
- 8 hours transcribing
- 25 hours auditing, retyping, proofreading,  
indexing and other related activities

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40

### **Guidelines for the Interviewer**

The goal of an oral history interview is not to get footnotes to existing history but to try to get a primary document which would not exist otherwise. An oral history interviewer has a direct part in the creation of source material that historians will be judging generations from now.

Knowledge of the subject area by the interviewer and the "chemistry" between the respondent and the interviewer are absolutely essential in order for a good interview to take place.

(For a full treatment of this subject the following publications were suggested:

Oral History Evaluation Guidelines. Oral History Association, 1980. Report of the Wingspread Conference, July, 1979, Racine, Wisconsin. \$2.00.

Oral History for the Local Historical Society, by Willa K. Baum, published by the American Association for State and Local History, revised, 2nd edition, 1977, \$3.50.)

### **Guidelines for Transcribers**

Now, what is the oral history transcriber's main task? To type an accurate verbatim transcript. This means typing the interview contents--all the words and transcribable sounds of the tape--just as they occur on the tape, at the pace of the interview.

You may be interested to know that it takes an average of six to twelve hours to transcribe a one-hour tape. All those who administer oral history projects should try to transcribe even one-half hour of an oral history interview in order to gain a very healthy respect for the transcriber's task.

Ordinarily, we express ourselves far more spontaneously when we speak in conversation than when we write and when we speak we use more than words to communicate our messages. We use our faces and hands, and these are a means of communication too. Audible expressions of emotion and action can be transcribed by typing a note to the reader about what you hear. Use as few words as possible and place them in parentheses. For example: (Laughter), (Pounds fist on table). [I am happy to say that in our own program, we have far more (laughter) than we have (pounds fist on table), although we have some of that, too.] If you find that a speaker has the habit of laughing nervously, do not transcribe such laughter.

The best illustration for you at this point would be to read EXHIBIT A as I play a portion of tape from which it was transcribed. (This was to have been the first of several interviews, but the



respondent died five days after this interview was conducted. The interviewer died before his own interview could take place.)

(RECORDING)

In this case, the respondent's wife reviewed and approved the transcript.

### **Guidelines for Respondents and Sponsoring Institutions**

Guidelines for the respondent and sponsoring institutions, as adopted by the Oral History Association, have also been established. (For further reference, read Oral History Evaluation Guidelines, mentioned earlier in the presentation.)

Use of the interviews in our collection is subject to whatever restrictions the respondents impose, and these restrictions are scrupulously observed. A project will have a very brief life if confidentiality and other ethical standards are violated. We have four categories:

"Open" signifies that the respondent has cleared his or her memoir for research. (EXHIBIT B)

"Closed" indicates that the memoir or parts of it are unavailable for a period of time stipulated by the respondent. (EXHIBITS C, C-a)

Another category, "Permission required to cite or quote for publication" (EXHIBIT D), means that the researcher must pledge to observe this requirement and gain permission directly from the respondent. (EXHIBIT D-a)

The final category, "Permission required", means that the memoir is not even to be read unless the researcher has in hand a letter of permission from the respondent. (EXHIBIT E) We have only two memoirs in our collection bearing this restriction at the present time.

There should be policies and procedures to assure that for each respondent an adequate deed of gift or formal contract transfers rights, title and interest in both tape and transcript to an administering authority. (EXHIBIT F)

EXHIBIT G is a sample from one of the interviews in our collection. A portion of the interview is closed until the year 2000, and you can see how that is handled. Each memoir has a name index, and that is included in this exhibit as well.

## **Oral History Recording Equipment Considerations**

### **Microphones**

Buy the best microphone you can afford and put away the one which came with your recorder. (Save it for emergency use only.) Recordings on almost any recorder can be considerably improved with quality microphones. Most recorders can deliver significantly better sound than you would ever know if you used only the microphone originally supplied. (Marketing experts, I understand, have never been able to figure this one out.)

With better microphones, you get greater clarity and nuances of expression. Generally speaking, microphones in the \$80.00 range will give you excellent speech quality. Of course, \$300.00 microphones will do even better. With microphones, there is a definite correlation between price and quality.

In the ideal situation, according to experts, you will probably need two lapel-type microphones and two table-top microphones with stands, to allow you some options for your recording situations. You notice I stressed the word ideal. We have never used more than a single table-top microphone and our results, to date, have been good.

Lapel microphones are handy and perhaps easiest to use, but can easily cause extraneous recorded noises as they rub against clothing during the

usually informal recording sessions. And, from this type of microphone design, the sound is not very natural.

The table microphones should be of the "dynamic" type and have an "omnidirectional" pick-up pattern. That means, when properly aimed at a speaker, this type of microphone has a larger imaginary funnel to gather the sound. And, the dynamic type microphone is your best choice if you want to stay in the under \$100.00 range. The omni pattern will allow your speakers some flexibility of movement during the session. All other microphone pick-up patterns require those speaking to be continually conscious of the microphones in order to be sure they are always speaking within the narrow angle the microphone can "hear" them.

Two Rules: Be sure to record in a quiet room which has few reflective surfaces, to prevent a hollow and echo-filled recording. The microphone should be cushioned on a handkerchief or a pad to reduce vibration and extra noises. Secondly, place your microphones within 12 inches of the speakers' mouths, carefully aiming the microphone toward their faces. Do not place the microphones further away than that. They are engineered to give you the best sound at that distance.

### **Mixer**

To connect two microphones to your recorder, you will need a mixer; a box sometimes with separate volume controls for each microphone. The microphones plug into the mixer and the mixer is connected to the recorder. The cable from the mixer to the recorder carries the mixed or combined signals from your two microphones. An adequate, lower priced mixer for this kind of recording application will cost about \$100.00.

### **Recorders**

Here, too, price is a useful guide. There is a significant difference in recording quality and dependability between the economy, consumer model machines and the educational, and so-called "indus-

trial" or professional models. For the extra dollars they cost, you are not just buying a lot of fancy accessories. A cassette recorder which will give you quality "speech" recordings and be reliable enough to depend on when recording important principals--and which can easily be operated by non-technical personnel--will cost \$200.00.

## **Tape**

Tape prices and tape formulas vary widely. And the various tapes absolutely do not sound the same. Better quality tapes will do better archivally or will even endure more erasures and re-use, if you do not accession your tapes into a permanent collection. (We keep all of our tapes, even though we anticipate that they will be used rarely, perhaps only to listen to the person's voice if he or she is no longer living.) Your best bet is to trust your recorder's instruction manual and buy the tape which it recommends. (In this case, the manufacturer is not just promoting a favorite brand, but is telling you which tape formulation best suits the electronics of the particular machine.) There are "equivalents" sold by competing tape brands, but be sure you know what you're buying. There's a lot of tape in the marketplace, especially at discount houses. Some of the lower priced tape is sold by wholesalers for unimportant applications, but retailers seldom tell you that. Considering the investment of your time, and that of your interviewer and respondent, the tape is the most inexpensive part of the process.

Cassette tapes come in various lengths, specified as "C-60", "C-90", etc., which stand for the total recording time when both sides are used. I.e., a C-60 will record 30 minutes on each side for a total of 60 minutes. You may choose the length that best suits your purpose, except I would suggest that you avoid any of the "C-120" or longer tapes because they are known to jam and damage recorders. (The longer length is made possible by filling the cassette with a thinner and less stable ribbon of tape, which has been known to suffer print-through and garbling within two years.) (We use SONY C-90 cassettes, which cost about \$2.00 each. We store our cassettes in snap-in cassette trays sealed inside

vinyl covers. The cases click shut for dustfree storage.

If you decide on reel-to-reel recorders, plan to use five-inch polyester (nylon) low-noise reels. Five-inch reels, incidentally, can be played back on most machines. Be sure to purchase only excellent quality tape, preferably 1-1/2 millimeters in thickness.

Store tapes in the original box, standing on its edge on a shelf. A fairly constant temperature in the 70's and a relative humidity of about 50% is advised.

Restricted tapes should be marked so that no restriction is violated.

### **Local Advice**

Shop at "audio-visual" supply stores, or "professional recording" or "broadcast equipment" dealers. Be especially wary if you are told to buy something you did not specify because it will be "out of stock" for a long time, or that the item is "discontinued". Get a second opinion. Your budget will not easily recover from a poorly chosen product which may require early repair or replacement.

Do your "shopping" and homework as a separate activity before you actually set out on a buying trip or prepare a purchase order. Make a "list" of the equipment and matching supplies you want, and then stick to your plans! While there are many brands and models from which to choose, the type of equipment mentioned among these considerations should help narrow down your choices.

### **Equipment Summary**

For oral history recordings, use either lapel or dynamic type table microphones in a quiet room. When using two microphones, connect them to a monaural cassette recorder via a piece of equipment called a mixer. Use only high-grade cassette tape of the type specified in the recorder instruction book. And, do

not use tape which is longer than a "C-90". As funds permit, duplicate the tapes because no one agrees on the life of a tape.

The interviewer should be thoroughly familiar with the equipment. In fact, it is helpful to have a practice interview with a friend in order to get the feel for the interview situation.

### **Interview Process**

In the time we have left I think it is important to review the various steps in a typical interview:

1. Correspondence leading to the interview, explaining scope of the program to the respondent and his or her rights in regard to the interview.
2. Date made with interviewer and respondent. Interview takes place.
3. Interview is transcribed.
4. The transcript is audited to make sure that all spoken words have been accurately transcribed.
5. The transcript is then sent to the respondent with a letter to check for accuracy. Legal forms are included for signatures.
6. Upon the transcript's return, it should be checked for style and corrections.
7. Retype and seal applicable pages.
8. Proofread.
9. Index by proper name at the end of the volume.
10. Prepare a summary abstract (EXHIBIT H) for publication later.
11. Master name index (EXHIBIT I).
12. Master subject index (EXHIBIT J).
13. Bind and place in the collection, giving a copy to the respondent.
14. Publicize the collection -- Catalog, news releases, brochures, play portions at meetings.
15. NUCMC. Oral history records will be included in the National Union Catalog of Manuscript Collections when they meet the regular policies of the program. Oral his-

tory collections are to be reported on the Data Sheet for the National Union Catalog of Manuscript Collections, available from the Descriptive Cataloging Division, Manuscripts Section, Library of Congress, Washington, DC 20540.

### **Oral History Association**

The Oral History Association, mentioned many times today, is an international society of organizations and individuals interested in advancing the practice and use of oral history.

To further liaison among its members, the Association publishes quarterly the Oral History Newsletter, which announces oral history projects, describes new developments, and provides a forum for exchange of views on practical and intellectual problems in this growing field. In addition, the Association holds a workshop and colloquium each fall and publishes the annual Oral History Review.

For further information I would suggest that you contact Ronald E. Marcello, Executive Secretary, Oral History Association, P.O. Box 13734, North Texas State University, Denton, Texas 76203.

A listing of publication in print from this association follows.

## Oral History Publications in Print

Available from:  
Oral History Association  
P.O. Box 13734  
North Texas State University  
Denton, Texas 76203  
Tel: (817) 788-2252

Oral History in the United States: a Directory.  
compiled by G.L. Shumway, 1971; \$1.00.

Bibliography on Oral History, rev. ed., compiled by  
M.J. Wasserman, 1975; \$3.00.

5th and 6th Colloquia Proceedings: 1970 Asilomar, CA.  
1971- Bloomington, IN.; \$3.00.

Oral History in Review (1973-1974); \$3.00 each.  
(1975); \$3.50. (1977-1979); \$4.00 each. (1981);  
\$5.00.

Evaluation Guidelines; \$2.00.

Newsletters: vol. 1, no. 1 through vol. 15, no. 4;  
\$50.00 (complete) or \$1.00 per issue.

### Microfilm/Microfiche

1. First Colloquium Proceedings  
(Lake Arrowhead, California)  
edited by E. Dixon & J.V. Mink, 1967
2. Second Colloquium Proceedings  
(Arden House, New York)  
edited by L.M. Starr, 1968
3. Third Colloquium Proceedings  
(Lincoln, Nebraska)  
edited by G. Colman, 1970



4. Fourth Colloquium Proceedings  
(Arlie House, Virginia)  
edited by G. Colman, 1970
5. Fifth and Sixth Colloquia Proceedings  
(Asilomar, California & Bloomington, Indiana)  
edited by P. Olch & F. Pogue, 1971, 1972

The microfiche publications can be ordered from:  
Microfilming Corporation of America  
1620 Hawkins Ave. P.O. Box 10  
Sanford, NC 27330

## Oral History for Theological Collections

June 22, 1982 - Afternoon Session

Interviewing techniques were expanded upon from the morning's session, followed by a delightful and memorable oral history demonstration interview conducted by Gerald W. Gillette of the Presbyterian Historical Society, who serves as ATLA archivist, with Dr. and Mrs. Raymond Morris. [Refer to ATLA Newsletter vol. 20, no. 1, p. 9 (August, 1972) for background of these ATLA notables.]

The interview, which lasted more than one hour, highlighted the Morrises' unique contributions to ATLA, ranging in subject matter from their introduction into theological librarianship, their perception of the development of theological education and theological libraries since the early 1930's, their experiences in the beginning of the Association of Theological Schools and ATLA, to their efforts to procure financial backing from Sealantic Fund and Lilly Foundations for such ATLA projects as the Board of Microtext, Index Board, Library Development Project and the Scholarship Fund. (A transcript of this interview will be placed in the ATLA archives after it has been reviewed by the Morrises.)

Later Gerry critiqued his interview with the Morrises, and he and Alice exchanged views on the broad subject of oral history, including the use of videotape as another dimension in oral history interviewing.

Robert Dvorak then asked the workshop participants to form small groups for the purposes of discussing 1) immediate interests for applying oral history techniques to projects of local interest at home institutions/libraries; and 2) proposals, if any, which workshop participants might wish to bring before the Association relating to ATLA'S own historical record.

Quanbeck  
32-34

Q: Who have been some of the key personalities and leaders in the world Lutheranism picture as you recall them, Warren?

Quanbeck: Well, to begin with Geneva I'd say the outstanding leader in the Lutheran World Federation to whom I look back with affection and a great deal of respect was Carl Lund-Quist. Carl took over the job at a very difficult time. He showed remarkable sensitivity to the fact that Scandinavians, continentals, and Americans and Third World leaders all had their different ways of working. And he would listen with great intentness at any meeting involving all three or all four groups of these people. He had a sense for when enough had been said to be able to intervene with a cautious suggestion for what could be a common action. And he had a remarkable ability to find that common action and let it be accepted.

Each of his successors in his own way has brought brilliant gifts to the job, but I think none of them has been able to equal the sensitivity of Carl Lund-Quist to the differing elements which make up the Lutheran World Federation.

Of course, speaking of other leaders, Franklin Clark Fry certainly loomed large on the horizon. He was one of the greatest men of his generation--parliamentarian superb, supreme. I was very careful in my relationships with Franklin Clark Fry to keep them on a theological basis because on any other basis he would have taken me apart. He was somewhat conscious of the fact that he was not a first calibre theologian, and it would have been ridiculous to expect it of him. He was so gifted in so many other directions that it would have been--what shall we say--an act of discrimination if God had given him first-rate theological gifts. I came to appreciate him very much.

**EXHIBIT A cont.**

Hans Lilje, of course--another figure of world stature. And the loss of those two men still leaves heartache behind.

Fred Schiotz, particularly in relation to the Third World churches, I think performed an extraordinarily useful function in the assembly and I suppose it's that more than anything else that accounts for his being elected president of the LWF at a time I think when he really would have preferred not to take it, although when such honors are dangled in front of one, it's difficult to build up resistance to it.

Then of course there were many other figures in the LWF scene to whom I look back with affection and admiration--Archbishop Hultgren of Sweden, Silen from Sweden, a person like Per Lonning from Norway. Some of the East Zone bishops in particular--I think of Gottfried Noth, for example. Men of great courage and wisdom.

Q: Thinking of personalities and moving back to our country, a man who obviously didn't reach his fullness and greatness was Kent Knutson, because he was snuffed out early. What kind of contacts and relationships did you have with him?

Quanbeck: Well, Kent was my student. Kent was a close friend. (long pause) I still ache over his death. (long pause) It's hard to speak of that.

Q: Don't if you don't want to.

Quanbeck: There--a leader of magnificent potential, cut off almost before he got started. It's the kind of loss which is almost too painful to discuss. (voice breaks)

**Preface**

This memoir is the result of a series of tape-recorded interviews conducted for the Archives of Cooperative Lutheranism, Lutheran Council in the USA, by E. Clifford Nelson and Alice M. Kendrick with Miss Helen M. Knubel in New York City during October 20, 1976, March 17, 1977 and September 13, 1978.

Miss Knubel has read the transcript and has made only minor corrections and emendations. The reader is asked to bear this in mind, therefore, that he is reading a transcript of the spoken rather than the written word.

The memoir may be read, quoted from and cited only by persons accredited for purposes of research according to the policy of the Archives of Cooperative Lutheranism, Lutheran Council in the USA; and further, this memoir must be read in such place as is made available for purposes of research by the above Archives.

Approved: \_\_\_\_\_

Date: \_\_\_\_\_

**Restriction: Closed**

I desire to place the following restrictions on this memoir:

That no use of any kind whatever is to be made of this memoir until \_\_\_\_\_,

That when this memoir becomes available, it may be read, quoted from and cited only by persons accredited for purposes of research according to the policy of the Archives of Cooperative Lutheranism, Lutheran Council in the USA; and further, this memoir must be read in such place as is made available for purposes of research by the above Archives.

Approved: \_\_\_\_\_

Date: \_\_\_\_\_

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**EXHIBIT C-a cont.**

This memoir may be read, quoted from and cited only by persons accredited for purposes of research according to the policy of the Archives of Cooperative Lutheranism, Lutheran Council in the USA; and further, this memoir must be read in such place as is made available for purposes of research by the above Archives.

Approved: \_\_\_\_\_

Date: \_\_\_\_\_

Restrictions: Sections of page 63, all of pages 64 through 66 and sections of page 67 are closed until the year 2000.

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The memoir may be read, quoted from and cited (in accordance with the stipulation made in the next paragraph) only by persons accredited for purposes of research according to the policy of the Archives of Cooperative Lutheranism, Lutheran Council in the USA, and further, this memoir must be read in such place as is made available for purposes of research by the above Archives.

Miss Knubel has asked that no quotation or citation of this memoir for publication may be made during her lifetime without her written permission.

Approved: \_\_\_\_\_

Date: \_\_\_\_\_



Lutheran Council in the USA  
Archives of Cooperative Lutheranism  
Oral History Collection  
Pledge for Responsible  
Use of Restricted Memoirs

I shall not cite or quote, directly or indirectly, from the oral history memoir of \_\_\_\_\_ without the written permission of \_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_  
(Date)

**Restriction: Permission Required**

I desire to place the following restrictions on this memoir:

That this memoir is not to be read and that no use of any kind whatsoever is to be made of it during my lifetime except with my written permission.

That when permission is granted, this memoir may be read, quoted from and cited only by persons accredited for purposes of research according to the policy of the Archives of Cooperative Lutheranism, Lutheran Council in the USA; and further, that this memoir must be read in such place as is made available for purposes of research by the above Archives.

Approved: \_\_\_\_\_

Date: \_\_\_\_\_

Lutheran Council in the USA  
Archives of Cooperative Lutheranism  
Oral History Collection

I hereby grant and assign to the Archives of Cooperative Lutheranism. Lutheran Council in the USA, for such scholarly purposes as the Archives shall determine, the tape recordings and their contents of interviews conducted by E. Clifford Nelson and Alice M. Kendrick with me on October 20, 1976, March 17, 1977 and September 13, 1978.

In view of the historical and scholarly value of this information, and in return for a final bound copy of the transcript, I knowingly and voluntarily permit the above Archives the full use of this information.

---

(Interviewee)

---

(Date)

Lutheran Council in the USA

ORAL HISTORY COLLECTION

Interview with: Helen M. Knubel

Interviewed by: --E. Clifford Nelson (1976)  
--Alice M. Kendrick (1977; 1978)

On: --October 20, 1976  
--March 17, 1977  
--September 13, 1978

Underwritten by Aid Association for Lutherans,  
Appleton, Wisconsin

**Preface**

This memoir is the result of a series of tape-recorded interviews conducted for the Archives of Cooperative Lutheranism, Lutheran Council in the USA, by E. Clifford Nelson and Alice M. Kendrick with Miss Helen M. Knubel in New York City during October 20, 1976, March 17, 1977 and September 13, 1978.

Mrs. Knubel read the transcript and has made only minor corrections and emendations. The reader is asked to bear in mind, therefore, that he is reading a transcript of the spoken rather than the written word.

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Approved: \_\_\_\_\_

Date: \_\_\_\_\_

Restrictions: Sections of page 63, all of pages 64 through 66 and sections of page 67 are closed until the year 2000.

(A picture of the interviewee may be inserted following the preface.)

VA Interview #1  
Interview with Helen M. Knubel by E. Clifford Nelson  
in New York, New York October 20, 1976

Q: This is an interview with Helen M. Knubel for the Archives of Cooperative Lutheranism, the Lutheran Council in the USA, conducted by E. Clifford Nelson, in the New York office of the Lutheran Council on October 20, 1976, and it is about 1:30 p.m. Helen Knubel was the organizer, or I should say is the organizer of the library and archives of the former National Lutheran Council, and later became the Associate Director of the Office of Research for the Lutheran Council USA, and remained in that position until her retirement in 1969, and since then, has served as consultant in the library and the archives of the Lutheran Council. May I call you Helen?

Knubel: I should hope so.

Q: All right. Helen, I'm very pleased to be able to sit down here and talk with you a bit about yourself, your family, your father, Lutheranism in America in general. You know an awful lot about this, and I wonder if we might begin--I want to get your reaction to this--I wonder if we...

Knubel 46-47

DK

Interview #2

Interview with Helen M. Knubel by Alice M. Kendrick  
in New York, New York March 17, 1977

Q: This is an interview with Helen M. Knubel for the Oral History Collection of the Archives of Cooperative Lutheranism of the Lutheran Council in the USA conducted by Alice Kendrick in the New York office of the Lutheran Council on St. Patrick's Day 1977 and it is about one o'clock in the afternoon.

Helen, when E. Clifford Nelson interviewed you for this project last October he touched upon many subjects which we would like to explore further with you if you don't mind.

Knubel: Be glad to.

Q: Good. For example, you spoke of your father, Frederick H. Knubel, who was president of the United Lutheran Church in America from 1918 until he retired in 1944. What effect did his position have on your life during that period?

Knubel: Well, I know that it had a very great effect, in fact probably the principal effect of my life. At the time of course I didn't realize it, and now as I look back I regret the fact that I didn't have more knowledge and I didn't ask more questions. Father didn't always speak at home of all the things that were going on. By nature he was a man who kept very strict confidences, never gossiped, and therefore of his own accord he wouldn't offer comments. But now if I had to live it over again and had hindsight I would ask him many, many, many questions, a

**EXHIBIT G -4-6 cont.**

number of which he would have answered and some he would have told me with his customary gentle censure, "There are some things we just don't talk about."

Q: Can you think of some of those questions?

Knubel: Oh I would have asked about people, the people that I admire now as I look back, and would so much like to have known more intimately what Father thought of them. People like John Morehead and Ralph Long, and Clarence Krumholz, and Gustav Bechtold, all of which I'll talk about a little bit. But I wish I knew more. They were all--and others--such devoted, absolutely consecrated men to the church, and gave their lives. Indeed Morehead and (Lauritz) Larsen literally gave their lives for the work of the church.

Q: Is that recognized by most people?

Knubel: Yes, I'm sure it is. It's documented that Larsen became ill on his return from Russia and dies very quickly, and Morehead wore himself out. One of the things that I have repeatedly noticed in our archives among Morehead's correspondence is the handwriting, and for this reason it is good that we have all these documents with their own hand....



Lilje always mentioned the highly important role, and as he says not always recognized, that my father played in the Lutheran World Convention. Father's manner always was to work behind the scenes, motivating other people to act, but not he himself always.

Q: And Lilje recognized that.

Knubel: Yes, yes.

Q: Helen, in your earlier interview with Dr. Nelson you spoke to some extent about Franklin Clark Fry and a portion of Bob Fisher's book, Franklin Clark Fry: A Palette for a Portrait was written by you. It seems to me that very few people knew Dr. Fry and his wife Hilda who died last September, as you did. I wonder if at this point in time you would like to add any new dimensions to the historical record that might not be found elsewhere.

Knubel: Perhaps there are

[This section closed until the year 2000.]

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**Abstract**

**Knubel, Helen M.**

1901- laywoman (LCA), archivist, librarian.

Family life: remembrances of her family, especially of her father, Frederick H. Knubel, who was chairman of the National Lutheran Commission for Soldiers' and Sailors' Welfare and first president of the United Lutheran Church in America; references to professors of the late 19th century at Lutheran Theological Seminary, Gettysburg, PA, and to C.E. Luthardt, noted German Lutheran professor from Leipzig University; recollections of New York City in the early 20th century.

Career: director of religious education at Holy Trinity Lutheran Church, New Rochelle, N.Y. (1946-52); public relations director, New York Inner Mission Society (1952-54); secretary of research and statistics, National Lutheran Council, and organizer of the council's library and the Archives of Cooperative Lutheranism (1954-66); associate director of research, statistics and archives, Lutheran Council in the USA (1967-71), and consultant for the same program (since 1971).

USA Lutheranism: influence of St. John's Lutheran Church on Christopher Street in New York City, organization of the Luther League of America in 1895, groups urging formation of the NLC in 1918, impact of Lutheran World Action, social work training, observations of the presidencies of the ULCA and Lutheran Church in America.

Lutheran Historical Conference: founding member and officer.

Lutheran World Convention: executive committee meeting in Germany in 1939 two months before the outbreak of World War II.

**EXHIBIT H cont.**

Other subjects: association with Franklin Clark Fry, his parents and family; hobby of early American book illustration and work with the late Lawrance Thompson of Princeton University.

119 pages. Open, except for specified pages. Interviewers - E. Clifford Nelson and Alice M. Kendrick. 1978.

\*\*\*\*\*EXHIBIT I

**Master Name Index**

Marshall, Robert J.

Bouman, H.: 31 (1977)  
Eberhard, D.: 39, 67, 68, 71  
Harkins, G.: 17, 20-21, 36, 40, 53  
Harms, O.: 26, 42, 55, 56, 57  
Mickelson, A.: 38, 40, 41  
Modean, E.: 9, 10, 25, 53, 54, 57  
Schiotz, F.: 17, 18, 25, 28, 29, 31, 32, 46, 59-61, 81, 84, 90-91, 107-109, 110, 111, 112, 114-115, 117-119, 123, 125, 151, 161, 163, 167  
Wolbrecht, W.: 39, 40, 41  
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Kohn, W.: 25  
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Kretzmann, A.R.: 60, 67  
Preus, David: 41-44, 45, 48  
Bohlman, R.: 14, 15, 47, 48, 52  
Knudsen, Johannes: 27

\*\*\*\*\*EXHIBIT J

**Master Subject Index**

Ecumenical Dialogues - Lutheran - Roman Catholic

Bergendoff: 84  
Bouman: (1976) 59  
Confer: 71  
Crumley: 11  
Eberhard: 23-24, 38-39  
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Harms: 50-52  
Kramer: 3-19, 23-24  
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Reumann: 2-29

\*\*\*\*\*EXHIBIT K

**Lutheran Council in the USA**

**Archives of Cooperative Lutheranism**

**Oral History Collection**

**Purpose**

The purpose of these oral history interviews is to assist in accurate recording of the history of Lutheranism in the United States, and of its international aspects; and to assist in the responsible interpretation and dissemination of this knowledge. This is accomplished by creating a primary document reflecting the recollections and perceptions of those individuals who make this history.

The use of the collection by responsible persons whose intention is compatible with the above purpose is encouraged.

## **EXHIBIT K cont.**

### **Reading Privileges and Rules**

The Oral History Collection is open to all qualified persons accredited for purposes of research by the Archives of Cooperative Lutheranism, Lutheran Council in the USA, subject to the following rules:

1. On their initial visit to the archives, readers intending to use the oral history memoirs must consult with the oral history project director or designate and complete manuscript permission forms. Information regarding permission to publish excerpts from the memoirs will be furnished by the oral history project director.
2. Oral history memoirs may be consulted only in the reading area and no material may be removed from the premises.
3. Readers will abide by restrictions governing the number of memoirs they are allowed to use at any one time.
4. Any inquiries concerning photocopying of excerpts of oral history memoirs are to be referred to the oral history project director or designate whose decision in such matters is final.
5. The reader is asked to use care in handling the memoir material and not to write upon, lean upon, mark or otherwise alter any of it.
6. No pen or indelible pencil is to be used.
7. Tobacco, food and beverages are not permitted in the reading areas.
8. All oral history memoirs are to be returned to the oral history project director or designate by readers leaving the reading area for any period of time.

**EXHIBIT K cont.**

9. It is suggested that the following form be used for any citation resulting from the use of this material in a publication:

ARCL/OHC: (Name of Respondent)

10. In any publication it is understood that credit be given the Oral History Collection of the Archives of Cooperative Lutheranism, Lutheran Council in the USA.



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Archives of Cooperative Lutheranism  
Oral History Collection

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Your position in this institution \_\_\_\_\_

For what purpose do you wish to use The Oral History Collection?

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1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_

\_\_\_\_\_  
Date \_\_\_\_\_

## Defining Goals for Bibliographic Instruction

by

Patricia Berge

University of Wisconsin-Parkside

Library instruction or bibliographic instruction has gained prominence in the library profession over the last ten years. This is evidenced in several ways: the creation of sections, roundtables and committees on library instruction within professional library associations; the dramatic increase in conferences, pre-conferences, workshops and seminars devoted to the topic; the increase in library instruction articles published, not only in library journals, but in the journals of other disciplines; and the increase in the number of reference or public service openings which list instruction as part of the job requirements. Perhaps the most significant illustration of how far instruction has come in the field of librarianship occurred earlier this spring at the annual LOEX Conference at Eastern Michigan University. There the keynote speaker, Cerise Oberman, raised the provocative theory that library instruction is evolving into a separate discipline. To back her theory she compared the development of library instruction thus far to the early and middle stages of what has been defined as the three stages of discipline development and indicated that library instruction is in fact entering the last stage.

The library literature of the 1920's, 1930's and 1950's was filled with articles describing the importance of library instruction and the successful programs underway. Why has it taken until the 1980's for instruction to begin to be accepted as a basic part of academic library service? Why is the Earlham College program, which has been in existence 18 years, the oldest continuous instruction program? Many instruction librarians believe the key factor to the failure of library instruction programs has been the lack of well-conceived plans for developing comprehensive, effective programs in academic institutions. This lack of planning has led to frag-

mentation of effort, ineffectiveness and eventual abandonment of programs--even those considered successful. Programs may have been abandoned because of the exhaustion of the librarian involved who tried to do too much in too many unrelated areas, too great a drain on library resources, or the success of the program was dependent on one person and when that person left, the program went with him/her.

The problems involved in planning and developing comprehensive library instruction programs are complex. They require sophisticated solutions and skills beyond those which were, or are taught in most library schools. However, planning models and guidelines are available. There is a wealth of educational technology literature accessible, including the Association of College and Research Libraries' Guidelines for Bibliographic Instruction in Academic Libraries and the Academic Bibliographic Instruction Model Statement of Objectives. Samples of library instruction objectives and program descriptions are also available from Project LOEX at Eastern Michigan University.

Perhaps the best place to begin a study of how to go about setting goals for library instruction is with the instructional program development model implied by the ACRL Guidelines for Bibliographic Instruction in Academic Libraries. This model helps to place the writing of goals and objectives within the broader context of educational program development. From these Guidelines, five basic elements or steps can be identified as essential in planning and developing comprehensive user education programs.

The first step is to identify the audience and assess their needs. Before other elements of program planning can be successfully attempted, the library staff must identify who will be served or instructed by the program. Once this is determined, the staff needs to identify the knowledge and skills this group already has, and what they will need to know to effectively utilize library resources and services. For example, at the University of Wisconsin-Parkside, the target audiences were identified as students, faculty, university staff, and community residents. What each audience needed to know was determined and

objectives were developed for each of the groups. The University of Texas-Austin General Libraries spent a year and a half assessing their target population, writing objectives, and planning a user education program. The resultant document published in 1977 can be a useful source of methods for identifying the audience and its needs.

Some examples of methods which can be used include: monitoring reference questions; meeting with library staff regularly to discuss their perceptions of student or other audience needs; meeting with faculty either informally over coffee or more formally through faculty gatherings and interviews. Young, fresh-out-of-the-PhD-program faculty are often more receptive to the idea of incorporating library instruction into their classes. They also have a better memory of what it is like to be a student and can give valuable insight into what students need to know about using the library. Additional methods of identifying the audience and its needs are: sending questionnaires to the faculty and students; testing new students to determine the extent of their existing library skills; collecting course syllabi and analyzing the college catalog course listings to identify courses where library instruction might be needed; and meeting with student organizations or even groups of student library employees to ask questions concerning what they and their friends need to know about the library.

After the audience has been determined and their needs assessed, the second step in the development of the program should be the preparation of a written statement of objectives. The major portion of this paper will deal with developing goals and objectives.

Selecting the content and methods to be used is the third step in instructional program development. Choice of content, teaching methods and materials used depend heavily upon the program's audience, assessed needs and determined objectives. Other factors which influence this step are the resources available and the skills of the staff doing the instruction. Since no one method is equally appropriate for every situation or every audience, comprehensive user education programs generally utilize a

number of different methods. The advantages and disadvantages, successes and failures of various methods of instruction have been widely reported in the library instruction literature.

The fourth step in program development involves obtaining, designing, adapting, or adopting the materials to be used in instruction. Unfortunately, at present most librarians will have to design their own materials, a time-consuming and costly process. Fortunately, ideas can be gotten from the files of instructional materials at Project LOEX at Eastern Michigan, or at one of the regional or state clearinghouses which have recently come into being. As with methods, the appropriateness of materials varies from one situation to another and a variety of materials are generally employed in an instruction program.

Evaluation is the fifth step in program development. Evaluation involves reviewing the results of the instruction and making necessary revisions or corrections, especially in the objectives and materials used. Evaluation is not a process to be dreaded, but is a process which allows the program to remain constantly relevant and practical. It allows the audience to judge what has been learned, helps the librarian justify the program and improve it, and aids the library administration in defending the program outside the library.

Of course, there is more involved in getting a program started. Faculty involvement, campus politics, publicity, staff training, and long and short range planning are all important topics which need to be considered. However if a program development is thought of in terms of the steps outlined, a comprehensive and continuing program is more likely to be the result.

The view of the instructional process implied by specifying education objectives has been defined as, "changing the behavior of a student so that he or she is able, when encountering a particular program or situation, to display a behavior he or she did not previously exhibit." (Krathwohl, 1965). The role of the teacher is to help the student learn new or

changed behaviors and determine where or when they are appropriate. This "behavioral" definition of education is shaped by the type of objectives selected. The terms "objectives" or "goals and objectives" have become part of the lingo of almost all occupations from business to social service agencies to education. Management by objectives, or MBO as it is popularly referred to, is well known. The types of objectives used in management and organizational planning, however, have a somewhat different purpose than those used in instructional settings. To add to the confusion even the field of education uses different types of objectives for different purposes.

An instructional objective "is an intent communicated by a statement describing a proposed change in a learner--a statement of what the learner is to be like when he has successfully completed a learning experience." (Mager, 1965). There are two important factors in this description that distinguish instructional objectives. The first is a focus on a desired outcome or state as a result of the learning process and the second is that this desired outcome or state is to occur in the learner. In other words, the instructional objective states how the learner's behavior will have changed upon successful completion of the instruction. Often developers of instructional objectives get confused between writing objectives which focus on learner behavior and statements of intent which describe the "process" the instructor has in mind for the student to achieve learning. Instructional objectives do not describe the content, treatment, procedures, activities, or sequence of events that will take place in carrying out the instruction. Instead, they describe a pattern of behavior the learner should be able to demonstrate.

There are many opinions on how objectives should be developed. Most of these have common points of agreement but there are also many differing views. Each situation is different and exactly how one institution goes about developing instructional objectives could be very different from how another does it. This paper should give some background and a basic outline. Gaps will need to be filled and adjustments made to fit individual needs.

Most instructional program development is very complex and needs to be broken down into component parts before becoming manageable. Objectives need to be analyzed on several levels of specificity depending upon their intended use. At the first and most abstract level are the quite broad and general statements. These objectives are often called goals or mission statements. They are most useful in the development of programs of instruction, for the laying out of types of courses and areas to be covered, or for the general goals toward which several years of education might be aimed.

At a second and more concrete level, a behavioral orientation helps to formulate the broad goals into specific ones which are useful as building blocks for curricular development by specifying the objectives of an instructional unit, a course, or a sequence of courses.

Third is the level at which instructional materials are created to achieve the goals planned at the first two levels. It is this level that most specialists feel a need for the most specificity. Mager and others call for a description of the situation which ought to initiate the behavior, a complete description of the behavior, a definition of the object or goal of the behavior, and a description of the behavior which indicates successful performance.

Despite knowing that objectives should fall into three levels of specificity and that each level has its purpose in program development, unanswered questions still remain. How does one organize the objectives? In what sequence should they occur? What objectives are appropriate for the different levels of students? Do these objectives cover everything desired or is something omitted? To help solve these problems objectives have been classified into three domains of learner behavior: the cognitive, the affective, and the psychomotor domains. These domains still represent broad areas and the need to break each down into more logical and manageable categories gave rise to the development of classification schemes or taxonomies.

The most widely recognized taxonomies for the three domains were developed by Bloom, Krathwohl, and Simpson in the 1950's and early 1960's. The majority of instructional objectives emphasize the cognitive domain but most objectives involve some learning in all three domains. It is important when planning objectives to analyze them in terms of which domain is being emphasized and which may be neglected.

Benjamin Bloom and several colleagues developed a six level classification scheme for the cognitive domain in 1956. Each level is part of an hierarchy of complexity in which each is seen as contributing to the next level. The six levels are:

1. Knowledge--ability to recall information from memory. Knowledge of specific facts, terminology, categories, or criteria.
2. Comprehension--understanding. Ability to translate, rephrase, interpret, recognize essentials, and extrapolate implications and limitations.
3. Application--transfer. Ability to use knowledge and understanding in a novel situation to solve problems.
4. Analysis--breaking a whole into its elements. Ability to analyze relationships or organizational principles.
5. Syntheses--putting together elements and parts to form a new whole.
6. Evaluation--making judgements in a field using internal evidence or external standards. (Harty and Monroe, 1973).

The taxonomy for the affective domain was published by 1965 by David Krathwohl. Identifying the hierarchical structure of this domain presented some special problems because the principles of simple to complex, concrete to abstract could not be applied to this domain in the same way it was in the cognitive domain. The process finally used to determine organization of affective objectives was that of internalization, defined by Krathwohl, as the inner growth that occurs as the individual becomes aware of and then adopts attitudes, principles, codes, and sanctions which become inherent in forming value



judgments and in guiding conduct. The five categories identified in this taxonomy are:

1. Receiving or attending--awareness of form, color, differing viewpoints, importance of something, willingness to receive (shown by hearing viewpoints of others or accepting differences); and controlled or selected attention (as shown by listening with discrimination or by sensing importance of details).
2. Responding--acquiescence or compliance, willingness to respond, and satisfaction in response (shown by expressing pleasure).
3. Valuing--acceptance of a value, preference for a value, and commitment or conviction (shown by being loyal or attempting to influence others).
4. Organizing--developing a value system (shown by identifying the characteristics of something valued or by making plans concerning social problems).
5. Characterization--developing an ethical code or a philosophy of life (shown by consistent behavior and becoming known as holding a certain set of values.)

Instructional objectives must consider values, attitudes, and feelings if they are to be relevant. Behavioral objectives specify observable behavior as proof of accomplishment, but educators have a great difficulty defining the behavior to be specified in each objective. Most instructors hope their students will develop behavior in the affective domain, develop certain attitudes toward the subject matter as a side benefit while successfully completing objectives in the cognitive or psychomotor domains. Because of this, objectives which are classified in the cognitive domain have an implicit but unspecified affective component as well. This may be an appropriate means of incorporating the more complex levels of this domain which generally require several years to achieve. Evaluation of these levels would require the cooperation of many teachers in gathering longitudinal data. An evaluation of this sort would prove immensely valuable but would be very costly and few are likely to undertake such research. Perhaps the

most significant contribution of the affective taxonomy is in its emphasis that affective components do exist. By its very existence it may encourage greater development of affective components of cognitive objectives.

The final domain of learner behavior may have the least relevance for library instruction on the academic level. The psychomotor domain was analyzed by Elizabeth Simpson in 1966 into five levels of increasing complexity. They are:

1. Perception--becoming aware of objects, qualities, or relations by way the sense organs (hearing, seeing, touching, tasting, smelling).
2. Set--a preparatory adjustment or readiness for a particular kind of action or experience both mental and emotional.
3. Guided response--early development of skills which are components of more complex skills, including trial and error and initiation.
4. Mechanism--the habituation of a learned response. At this level, the learner has achieved a certain confidence and degree of skill in performance of the act.
5. Complex overt response--the individual can perform a motor act that is considered complex because of the movement pattern required, a high degree of skill has been attained, and the act can be carried out smoothly and efficiently.

Taxonomies are indispensable tools for developing objectives to fit the ability of the learner and for sequencing objectives into an instructional strategy. Taxonomies also aid in another essential aspect of behavioral objectives writing--that of clarity. An objective is useful only if it succeeds in communicating to the reader the instructional intent of the writer. An objective is worthless, and the time spent developing it is wasted, if a number of different outcomes can be interpreted as successful completion. Clarity is essential not only to avoid the obvious problem of confused communication between the instructor and the student, but also for meaningful communication with other instructors and

administrators. Most confusion in interpreting objectives occurs when vague or general terms are used to describe behavior. Some of the terms which are well-known, are probably overused in everyday language, and leave objectives wide open to misinterpretation include: to know, to understand, to really understand, to appreciate, to fully appreciate, to grasp the significance of, to enjoy, to comprehend, to learn, to internalize, to perceive, to master. These words may be very appropriate for the first two levels of objectives when more specific levels can define what the vague term means. At the most specific level, behavioral objectives must contain terminology which cannot be misinterpreted. The taxonomies have helped to eliminate misinterpretation of many terms by providing descriptions of those activities belonging to each level. Other educators have developed a checklist of verbs to correspond with the taxonomies of educational objectives. One of these systems was developed in the late 1960's by Metfessel, Michael and Kirsner, (Kibler). Another system was developed by Gronlund in his book Stating Behavioral Objectives for Classroom Instruction.

So far objectives have been discussed in terms of how they fit into the program planning process, the three levels into which they are divided, and the taxonomies which have been developed to aid in writing objectives. The advantages of using objectives in the educational process have been alluded to. It is now appropriate to spell them out. This fable illustrates the overall advantage of objectives.

Once upon a time a Sea Horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had traveled very far he met an Eel, who said, "Psst. Hey, bud. Where 'ya goin'?" "I'm going out to find my fortune," replied the Sea Horse, proudly. "You're in luck," said the Eel. "For four pieces of eight you can have this speedy flipper, and then you'll be able to get there a lot faster." "Gee, that's swell," said the Sea Horse, and paid the money and put on the flipper and slithered off at twice the speed. Soon he came upon a Sponge, who said, "Psst. Hey, bud. Where 'ya goin'?" "I'm going out to find my fortune," replied

the Sea Horse. "You're in luck," said the Sponge. "For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster." So the Sea Horse bought the scooter with his remaining money and went zooming through the sea five times as fast. Soon he came upon a Shark, who said, "Psst. Hey, bud. Where 'ya goin'?" "I'm going out to find my fortune," replied the Sea Horse. "You're in luck. If you'll take this short cut," said the shark, pointing to his open mouth, "you'll save yourself a lot of time." "Gee, thanks," said the Sea Horse, and zoomed off into the interior of the shark, there to be devoured. The moral of this fable is that if one is not sure of where one is going, one is liable to end up some place else.

This fable is borrowed from Robert F. Mager in his book Preparing Instructional Objectives, an excellent guide to writing objectives. It was used by the University of Wisconsin-Parkside, and is the source of many of the ideas in this presentation. Mager uses this fable in the preface to demonstrate the overall value of objectives: to provide a means of determining a destination, plan a route to get there, and know when the destination has been reached. There are also more specific advantages for both students and instructors.

Giving students the instructional objectives at the beginning of a course or unit provides them with these advantages:

1. Expectation--objectives tell the student what the instructor expects from them throughout the course.
2. Direction--objectives help give direction to the student's study.
3. Evaluation--objectives help each student evaluate his/her own progress.

Objectives tell students where they are going, how well they are progressing, when they need help, and where they can find the critical kinds of information available to them. Students are also able to study selectively, to distinguish "core" from "enrichment" materials and to use both.

For the instructor there are at least five primary advantages of using objectives in planning instruction.

Objectives provide a sound basis for selecting content and materials. The instructor needs to know and have clearly stated where the students are going in terms of performance objectives and what behavior they are to exhibit. He or she can then select and arrange content topics into instructional sequences which maximize learning and establish the conditions of learning appropriate to each objective. Mager bluntly states in his book "the machinist does not select a tool until he knows what operation he intends to perform.... Similarly, a builder does not select his materials or specify a schedule for construction until he has blueprints before him." Why then are educators all too willing to select materials and determine course content without specifying what they are trying to achieve?

Objectives aid the instructor in motivating students. When the expected behaviors and levels of performance are made clear, students are stimulated to do better.

Objectives aid the instructor in evaluation both of the student and the program. Since the desired terminal behavior of the student is specified, assessment is merely the arranging of those conditions established in the performance objectives. By examining the degree of success experienced by the students, the teacher has objective evidence for an evaluation. In this way additional and or new instructional procedures and materials can be prescribed as needed. In any program it is vital to check and recheck the validity of the instruction. If many students fail to accomplish an objective, the objective, the method, or materials may need to be changed.

Objectives provide the instructor with fresh perspective on his/her courses and teaching and evaluation methods. The exercise of writing objectives demands taking a close look at old habits and evaluating their value.

Objectives can help instructors justify a program to administrators. Being able to provide a detailed prepared plan of what is to be taught as well as the evaluation of how well the program is succeeding is one of the most powerful ways of supporting a program before administrators.

It would only be fair to devote some attention to the criticisms leveled against objectives. Over the years there has been resistance among librarians to the writing of objectives. When the Association of College and Research Libraries' Model Statement of Objectives was published there was a great deal of criticism about the emphasis of the statement. Critics said the objectives were jargon, rigid, confining and dehumanizing, because they emphasized behavior and intangibles which were difficult to observe and measure. In some cases this criticism was valid. However there were instructors who either were unaware of how to use objectives or were rigid, confining and dehumanizing in their approach to instruction. Being only tools, objectives need to be monitored and revised, they are not written in stone. They are only as rigid as the instructor using them.

The education and business management training literature is filled with discussions of objectives; however, few of these articles use the same terminology or the exact same meaning for the various concepts used. This can lead to confusion especially for the person who wants to actually use objectives rather than be a specialist on the topic. Thus, for the sake of clarity, it is best to select a set of terms and operationally define the concepts before setting the objectives for the program. The terminology is important only to the extent the concepts are clearly defined and "labeled."

For the purposes of this presentation, the terminology used by the ACRL Task Force on Bibliographic Instruction for its model instruction statement will be used. This statement recognized three levels of objectives:

1. General objectives which describe the overall goals of the program.
2. Terminal objectives which break down the overall objectives into more meaningful units.
3. Enabling objectives which define specific knowledge or skills necessary to achieve the terminal objectives. They describe the behavior of the person who has mastered the material.

General objectives are used in the initial stages of program development. They allow one to describe what the program or instruction should do.

Example 1: By the end of the session, each participant should have a working knowledge of objectives and should know how to develop well constructed enabling objectives for library instruction.

Example 2: "A student, by the time he or she completes a program of undergraduate studies, should be able to make efficient and effective use of the available library resources and personnel in the identification and procurement of materials to meet an information need." (ACRL Statement).

Terminal objectives focus on a narrower content area than general objectives. For any one general objective, many terminal objectives may be written. They provide a method for organizing enabling objectives, help determine priorities and prerequisites, and should be written before enabling objectives are developed. Terminal objectives are a bit more difficult to write as there is a tendency to be too general or too specific. They should give a clear indication of the general nature of the expected learning outcome without actually stating what the behavior of the learner should be.

- Example 1: a. The participant will understand the difference between the three levels of objectives.  
b. The participant will know the components of well constructed enabling objectives.  
c. The participant will be able to develop well constructed enabling objectives.
- Example 2: The student knows how to use institutional holdings records to locate materials in the library system.

Terminal objectives, while more specific than general objectives, still do not tell what behaviors are desired and they are difficult to evaluate. Enabling or behavioral objectives meet these requirements. They are as specific as possible and describe the behavior of the learner. They tell what the student should be able to do upon the completion of instruction and provide the basis for evaluation of how well the objective has been accomplished.

- Example 1: a. The participant will describe the difference between a general objective, a terminal objective, and an enabling objective.  
b. The participant will list the four components of an enabling objective.
- Example 2: The student will correctly identify and explain the purpose of selected elements on a sample catalog entry in five minutes. The selected elements include: author, title, place of publication, publisher, date of publication, series title, bibliographic notes, tracings, and call number.

Enabling objectives describe the specific knowledge or skills which the learner who has mastered the material will demonstrate. Basically, the well-constructed enabling objective is one that communicates to the reader the teacher's instructional intent. As Mager describes it, the objective is successful to the extent that it conveys to others a



picture (of what a successful learner will be like) identical to the picture the writer has in mind. The literature of education abounds with formats for writing successful objectives. One such format contains four components: the learner or student; the observable behavior or action performed; the situation or conditions under which the performance is to occur; and the criterion or standard of acceptable performance.

Since it is change in the student's behavior that shows learning, enabling objectives should focus on the student, not on what the teacher or course will do. For a statement to be behavioral, it must indicate what the student will be able to do as a result of having been exposed to the instruction. Often this component is not specifically written into the objective. However the focus on the learner should always be foremost in the writer's mind and implied in the phrasing of the objective.

The most important characteristic of an enabling objective is that it identifies the kind of performance that will be accepted as evidence the learner has achieved the objective. The meaning of the phrases "to know," "to comprehend", "to understand" must be defined in terms of behavior. For example, the statement: "The student will know the procedures established for checking out a book," might be an important objective to reach but the statement does not tell what the learner must do to demonstrate he has reached the objective. What skills demonstrate "knowing?" How can it be measured? To make the objective behavioral, the writer must change the unobservable "know" to an observable behavioral act such as "sign out" or "list." Such terms as "understanding," "perceiving," "appreciating," are useful for writing general and terminal objectives but are too vague for the requirements of a well-stated enabling objective. Acceptable evidences of "understanding," "perceiving," and "appreciating" must be determined. The taxonomies discussed earlier will provide lists of action words from which appropriate choices can be made.

However, one must make sure the specified behavior is really appropriate or relevant to the instructional objective it is defining. Writers of objectives often get into a rut and use the same action verbs to define nearly all their instructional objectives. In an attempt to avoid monotony it is also possible to become too creative and choose different, but irrelevant behaviors.

There are two additional components that are important for writing clear, understandable statements. The first of these involves stating the conditions under which the learner will operate while demonstrating the intended behavior of the objective. For some objectives this qualifying step may not be necessary but in many cases the writer will want to choose the situation. Some examples of conditions are: "Given a list of...", "Given a problem of the following type...", "Given a specified topic...", "While using...", "Using a specified search strategy...", "In a specific time period...", "Without the aid of...."

Important questions which can help identify the desired conditions are: What will the learner be provided? What will the learner be denied? What are the conditions under which the behavior is expected to occur? Are there any skills that need not be developed? Does the objective include these skills? In determining conditions, it is helpful to actually write or design a test question or problem which would effectively evaluate the performance. Once this is done it is easy to see if a conditions component is needed and what those conditions should be. Only enough condition statements are needed to make the intent clear to the reader.

So far, who the learner is, what he/she is to do, and the conditions under which it is to be done have been described. The criterion component specifies to the learner what level of performance is desired. It is the responsibility of the writer of the objective to determine the standards with which the learner's performance and the success of the instruction can be judged.

There are two basic ways to designate a desired level of performance. One way is by specifying a time limit within which the desired performance must occur. This criterion should be used only when speed is important in the performance. The second standard for measuring performance is by accuracy. This can be expressed as a percentage of the whole (such as 85% of the time) or by numbers (such as 10 out of 12).

Once objectives are written, they can be examined, dissected, criticized, torn apart and improved. The writer must make certain none of the following elements are present in the finished statement:

- False performance expectations: they are not behavioral in nature.
- False givens: the conditions are superfluous to the situation.
- Teaching points: the objective describes an activity rather than an outcome.
- Jibberish: the use of big, impressive, but meaningless words.
- Instructor performance: the focus is on the instructor rather than the learner.
- False criteria: obvious but useless criteria are stated.

It is usually possible to identify and construct more objectives than can or should be achieved in a particular course or unit. Well constructed individual objectives do not necessarily fit together to provide a good set of objectives for an instructional program. The following questions will help in appraising the adequacy of the enabling objectives to be included in a program.

Do the objectives indicate learning outcomes that are appropriate? This question has no simple answers. The recommendations of those who have had experience in library instruction need to be reviewed. This will prevent any serious omissions and will provide greater assurance the final list of objectives is in harmony with the most recent developments in the area.

Do the objectives represent all logical learning outcomes? Here concern is with the comprehensiveness and representativeness of the list of objectives. Not all of the objectives should call for memorization of facts but should include a number of applied situations to show if the student can use the facts and skills taught. This is where the taxonomy of educational objectives will be useful.

Are the objectives attainable by those particular students? The nature of the student group and their readiness for particular learning experiences are important considerations in formulating and selecting objectives. Closely related concerns are the time allowed for the instruction and the facilities and teaching materials available. The development of thinking skills and changes in attitudes are extremely time-consuming because they depend on the cumulative effect of a long series of learning experiences. Other outcomes may require special laboratory facilities and teaching materials. Otherwise desirable objectives need not be discarded, but they may need to be modified to fit the student group and the instructional conditions under which they are to be achieved.

Are the objectives in harmony with basic principles of learning? Some of the basic factors to be considered are the following:

- a. Readiness. Are the students mature enough to attain these particular objectives? Do the students have the necessary experiences and educational background to proceed successfully? Is there another level at which some of the objectives might be attained more readily?
- b. Motivation. Do these particular objectives reflect the needs and interests of the students? Can they be restated or modified to be more closely related to the students' concerns? Is there another stage of development where these objectives would more closely fit the students' emerging interests?

- c. Retention. Do these particular objectives reflect learning outcomes that tend to be retained? Are there other objectives that might be more lasting and therefore should be included?
- d. Transfer value. Do these particular objectives reflect learning outcomes that are widely applicable to new situations? Do the objectives include methods of study and modes of thinking that are most likely to contribute to future learning in the area?

These questions are not always easily answered, but they highlight the importance of considering the learning process when instructional objectives are formulated.

In summary, the preparation of a list of instructional objectives for a particular course or instructional unit requires the careful selection of those enabling objectives that are most pertinent to the instructional area. Ideas for appropriate objectives can be obtained from the ACRL Model Statement or from other libraries with instructional programs. Criteria for selecting a final list of objectives include appropriateness, representativeness, attainability, relationship to the total school program, and relationship to the basic principles of learning. The best objectives are written, communicate intent, and are measurable.

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## Reference Collection Development

by

Newland Smith  
Donald M. Vorp

This workshop, organized by the Collection Evaluation and Development Committee, had as its purpose the identification of issues surrounding reference collection development policy and individual practice in drafting such policy. There were fifty-two participants. Ten participants represented institutions whose basic degree program was at the Master of Divinity level; thirty represented institutions offering the Master of Divinity and other Master degrees along with the Doctor of Ministry; and twelve participants came from institutions offering the research doctorate (Ph.D., Th. D.) in addition to other degrees.

The primary task at hand in the workshop was a practical project expressed in terms of a concrete local challenge: to state existing policy or begin to draft written policy guidelines for shaping local theological reference collections. Four key questions were identified as important in the formulation of written reference collection development policy:

1. the purpose of the policy statement itself
2. the mission of the institution and the goals and objectives of the library as the institutional environmental framework within which a reference collection is developed
3. the subject-understanding of theology which informs a reference collection
4. the intentional process through which the library works locally to formulate, adopt, communicate, and revise policy.

A written reference collection development policy serves at least five primary functions and these functions may also be said to characterize written collection development policies in general:

1. locates responsibility for the reference collecting function and provides guidelines for implementation
2. clarifies the relation of the collection to goals and objectives of the institution and of the library
3. sets guidelines for determining scope and depth of coverage in specific subject areas and for various types of materials
4. defines institutional and library responsibility for collecting within a network of libraries and specifies the extent of resource dependency within the limits set for a local collection
5. assists communication within a library between the library, administration, faculty, students, and other publics of the library

Workshop participants were asked about the existence of local reference collection development policies and the response is shown in Table 1.

**Table 1**

**Existence of Reference Collection Development Policy**

Status of Policy	Number of Participants Responding
No Policy	20
Out-of Date (Unused) Policy	1
Unwritten Policy (Oral Tradition)	28
Written Policy	3
Written Policy with provision for revision	3

Terms of reference for collection development discussion were further clarified through the use of distinctions made by Hendrik Edelman in his 1979 Library Resources and Technical Services article, "Selection Methodology in Academic Libraries." There is, according to Edelman, a hierarchy of distinction between collection development, selection, and acquisition which needs to be observed. Collection development is a planning function which, when formalized into policy, describes the goals of the library as

these relate to the collection, correlating the goals and the collection with the library's environment: community demand, need, expectation, history of the collection, fiscal realities. Selection is the decision-making process concerned with implementing the goals of the policy statement through appropriate title choices. Acquisition is the ordering process that implements the selection decisions and actually gets into the library those materials that have been selected on the basis of the collection policy.

Participants read an article by Kathleen Coleman and Pauline Dickinson, "Drafting a Reference Collection Policy" which appeared in the College and Research Libraries May 1977 issue. This article, together with discussion of issues, provided the basis for the afternoon task of individual practice in drafting a local reference collection development policy.

During discussion, the article, which contained the reference collection policy for San Diego University Library, was criticized for not including a full preamble that stated institutional goals, library goals, relation to other libraries, and most important, the functions of the reference librarian. The policy contained the following seven elements which were used during the afternoon drafting session:

1. a statement of objectives
2. information about the subject scope of the collection
3. optimum size of the reference collection
4. criteria for including or excluding publications
5. responsibility for selection
6. priorities followed in selection
7. procedures for updating and weeding the collection

As a result of the day's work, a number of evaluations and suggestions were made. Some of these are:

1. The experience of the workshop was good. It enabled people to work on the preamble and philosophy of reference collection development. The discussion and reading exercises of the workshop were useful as guides.
2. Participants would like to return in 1983 to gather in smaller and more homogeneous groups to discuss common concerns by research libraries, small libraries, members of clusters.
3. Participants saw the need to develop an extensive questionnaire to obtain some data about what is actually happening at the reference collection level in ATLA libraries and what the needs of reference work are.
4. Preparation for a 1983 workshop should include members bringing along lists of problems concerning the development of a reference collection in order to share ideas and proceed to draft guidelines for theological reference collections throughout ATLA.
5. Brief reviews of new reference works should be included in the ATLA newsletter.
6. The ATLA check-list of basic reference works should be revised.
7. We should keep in mind the philosophy and development of reference collections in relation to collection development in general and the people we serve.
8. Participants saw the need to reflect on the ways in which bibliographic instruction affects reference work.

## American Theological Library Association

### Certificate of Incorporation

We the undersigned, natural persons of the age of twenty-one years or more acting as the incorporators of a corporation under the General Corporation Law of the State of Delaware, adopt the following Articles of Incorporation for such corporation:

#### I

The name of the Corporation is: American Theological Library Association.

#### II

The period of its duration is perpetual.

#### III

The address of the Corporation's registered office is 100 West 10th Street, New Castle County, Wilmington, Delaware 19801, and the name of the Corporation's registered agent at such address is the The Corporation Trust Company.

#### IV

The purposes for which the Corporation is organized are:

To bring its Members into closer working relationship with each other, to support theological and religious librarianship, to improve theological libraries, and to interpret the role of such libraries in theological education by developing and implementing standards of library service, promoting research and experimental projects, encouraging cooperative programs that make resources more available, publishing and disseminating literature and research tools and aids, cooperating with organizations having similar aims and otherwise supporting and aiding theological education.

#### V

For the accomplishment of its foregoing purposes, the Corporation shall have the following powers:

To have perpetual succession by its corporate name;

To sue and be sued in all courts and to participate as a party or otherwise in any judicial, administrative or arbitrative or other proceeding in its corporate name;

To have a corporate seal which may be altered at pleasure and to use the same by causing it or a facsimile thereof to be impressed or affixed or in any manner reproduced;

To purchase, receive, take by grant, gift, devise, bequest or otherwise, lease or otherwise acquire, own, hold, improve, employ, use and otherwise deal in and with real or personal property or any interest therein, wherever situated; and to sell, convey, lease, exchange, transfer or otherwise dispose of or mortgage or pledge all or any of its properties or assets or any interest therein wherever situated;

To appoint such officers and agents as the business of the Corporation requires and to pay or otherwise provide for them suitable compensation;

To adopt, amend and repeal By-Laws;

To wind-up and dissolve itself in the manner provided by law;

To conduct its business and its operations and have offices and exercise its powers within or without the State of Delaware;

To make donations for public welfare or for charitable, scientific or educational purposes, and in time of war or other national emergency in aid thereof;

To be an incorporator or manager of other corporations of any type or kind;

To participate with others in any corporation, partnership, limited partnership, joint venture or other association of any kind or in any transaction,

undertaking or arrangement which the participating Corporation would have the power to conduct by itself whether or not such participation involves sharing or delegation of control with or to others;

To transact any lawful business which the Corporation's Board of Directors shall find to be in aid of governmental authority;

To make contracts, including contracts of guaranty and suretyship, incur liabilities, borrow money at such rates of interest as the corporation may determine, issue its notes, bonds and other obligations and secure any of its property, franchises and income;

To lend money for its corporate purposes, invest and reinvest its funds and take, hold and deal with real and personal property as security for payment of funds so loaned or invested;

To pay pensions and establish and carry out pension, retirement, benefit, incentive or other compensation plans, trusts, and provisions for any or all of its Directors, Officers and employees.

In addition to the foregoing enumerated powers, the Corporation, its Officers and Directors shall possess and may exercise all the powers, rights and privileges granted by the General Corporation Law of the State of Delaware, or by any other law or by this Certificate of Incorporation, together with any powers incidental thereto insofar as such powers and privileges are necessary or convenient to the conduct, promotion or attainment of the purposes set forth in the Certificate of Incorporation.

## VI

The Corporation is not organized for profit, and the Corporation shall not issue capital stock.

## VII

The Corporation shall have Members. Except as herein provided the Classes of Members, the manner of election or appointment and the qualification and rights, voting and otherwise, of the Members of each class shall be set forth in the By-Laws of the Cor-

poration. Full Members and authorized representatives of Institutional Members shall be entitled to one vote in person. No other Member shall have the right to vote. Voting in elections to elective positions of the Corporation may be made by mail ballot prepared and forwarded in accordance with the By-Laws of the Corporation, but no proxy in any other manner or on any other matter may be made except in the case of voting at a Special Meeting of Members called by the Board of Directors at which meeting voting by proxy may be used if so specified by the Board of Directors in calling such Special Meeting.

#### VIII

The Directors of the Corporation shall be elected or appointed in the manner provided for in the By-Laws of the Corporation.

#### IX

Except as herein provided, the property, affairs and business of the Corporaton shall be managed by the Board of Directors.

There shall be a Board of Microtext which shall have and exercise all the powers and authority of the Board of Directors in the management of the affairs and property of the Microtext Project; but the Board of Microtext shall not have the power or authority of the Board of Directors in reference to amending the Certificate of Incorporation, adopting an agreement of merger or consolidaton, recommending to the Members the sale, lease or exchange of all or substantially all the property associated with the Board of Microtext Project, recommending to the Members a dissolution of the Corporation or a revocation of a dissolution, or amending the By-Laws of the Corporation. The Board of Microtext shall be elected or appointed in the manner provided in the By-Laws of the Corporation.

There shall be an Index Board which shall have and exercise all the powers and authority of the Board of Directors in the management of and the affairs and property of the Religion Index and other publications of the Board; but the Index Board shall not have the power or authority of the Board of Directors in reference to amending the Certificate of



Incorporation, adopting an agreement of merger or consolidation, recommending to the Members the sale, lease or exchange of all or substantially all the Corporation's property and assets or all or substantially all of the property associated with the affairs of the Religion Index and other publications of the Board, recommending to the Members a dissolution of the Corporation or a revocation of a dissolution or amending the By-Laws of the Corporation. The Index Board shall be elected or appointed in the manner provided in the By-Laws of the Corporation.

X

The Corporation is organized exclusively for charitable, educational, scientific and literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law). The Corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501 (c) (3) of the Internal Revenue code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law). Except as may be specifically authorized under the Internal Revenue code of 1954, as amended from time to time, no substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in any political campaign on behalf of any candidate for public office. In the event of dissolution or final liquidation of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, dispose of all the assets of the Corporation in such manner or manners or to such organization or organizations organized and operated exclusively for charitable, educational, literary or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Inter-

nal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) as the Board of Directors shall determine.

#### XI

The Certificate of Incorporation may be amended by a two-thirds vote of the Full Members and authorized representatives of Institutional Members voting in any general session of an annual meeting of Members, provided that notice of the proposed amendment is published in the official publication of the Corporation not less than one month before final consideration.

The name and address of each incorporator is:

Peter N. VandenBerge, Colgate-Rochester/Bexley Hall/Cozer Divinity School, 1100 South Goodman Street, Rochester, New York 14620

John D. Batsel, Garrett Theological Seminary, 2121 Sheridan, Road, Evanston, Illinois 60201

Delena Goodman, School of Theology Library, Anderson College, Anderson, Indiana 46011

Warren R. Mehl, Eden Theological Seminary, 475 East Lockwood Blvd., Webster Groves Missouri, 63119.

#### XII

The number of Directors constituting the original Board of Directors of the Corporation is eleven, and the names and addresses of the persons who are to serve as Directors until the first annual meeting of Members or until their successors are elected and shall qualify are:

[Here follow spaces for the Names and Addresses of the Directors, followed by spaces for signatures of the Incorporators and the appropriate seals, and an affidavit for certification before a Notary Public]

# American Theological Library Association

## By-Laws

[Amended By-Laws as of June 25, 1982]

### Article I

#### Name

The Corporation shall be known as "American Theological Library Association."

### Article II

2.1 Registered Office - The Corporation shall maintain a registered office in the City of Wilmington, County of New Castle, State of Delaware.

2.2 Other Offices - The Corporation may also have such other offices at such other places, either within or without the State of Delaware, as the business of the Corporation may require.

### Article III

#### Relationship with Other Organizations

3.1 In General - The Corporation may (1) enroll or withdraw as an institutional member or an affiliate of another organization by vote of the Board of Directors, or (2) be represented in its relationships with another organization by an appointee of the Board of Directors who shall be a full Member of the Corporation.

3.2 Affiliation - By majority vote of the Board of Directors the Corporation may issue a charter of affiliation with any organization, whether incorporated or not, having professional objectives in concert with those of the Corporation. In determining whether to issue a charter of affiliation the Board of Directors shall consider the membership, the objectives and the programs offered by the applicant. In granting a charter of affiliation the Board of Directors may establish such terms and conditions for the applicant as are deemed appropriate. Any organi-

zation affiliated with the Corporation shall remain an independent entity with its own organization, activities and financial structure, except that the Board of Directors may, by majority vote, at any time and without notice or hearing revoke any charter of affiliation previously issued. An affiliate of the Corporation may represent itself as such but shall not represent the Corporation in any capacity.

## Article IV

### Membership

4.1 Institutional Members - Libraries of institutions which hold membership in the Association of Theological Schools in the United States and Canada (ATS) and of accredited educational schools engaged predominantly at the post-college level in theological education, and libraries of organizations maintaining collections primarily for ecclesiastical and theological research may be elected to Institutional Membership through procedures established by the Board of Directors and by compliance with the conditions prescribed in these By-Laws.

4.1.1 Interim Institutional Membership - Institutions actively seeking accreditation as indicated in Article 4.1 may be elected to Interim Institutional Membership through procedures established by the Board of Directors and by compliance with conditions prescribed in these By-Laws. Such membership shall provide all benefits of regular institutional membership, without vote. Such membership shall cease upon accreditation of the institution or after an interval of five years, whichever occurs first. Dues shall be assessed at the regular institutional rate.

4.2 Full Members - Persons who are actively engaged in professional library or bibliographic work in theological or religious fields may be elected to Full Membership through procedures established by the Board of Directors and by compliance with the conditions prescribed in these By-Laws.

4.3 Associate Members - Persons who do not qualify for election as full members but who are interested in, or associated with, the work of theological librarianship may be elected to Associate Membership through procedures established by the

Board of Directors and by compliance with the conditions prescribed by these By-Laws.

4.4 Contributing and Sustaining Members - Persons or institutions eligible for Membership may become Contributing or Sustaining Members upon payment of the annual sums provided in these By-Laws.

4.5 Student Members - Persons enrolled in graduate library programs carrying a half-time load or greater, and students enrolled in graduate theological programs carrying a half-time load or greater subsequent to library training at the M.L.S. level or its equivalent, may be elected to student membership through procedures established by the Board of Directors and by compliance with the conditions prescribed in these By-Laws. Any person engaged fulltime in library employ shall not be eligible for student membership.

4.6 Honorary Members - Persons who have made outstanding contributions in the advance of the purposes for which this Corporation stands may be nominated by the Board of Directors and be elected Honorary Members by two-thirds (2/3) vote of the Members present at any annual meeting of the Corporation. Honorary Membership shall be for life.

4.7 Eligibility, Suspension and Reinstatement - The Membership of any individual or institution may be suspended for cause by two-thirds (2/3) vote of the Board of Directors. An elected member in any of the foregoing categories may continue in that status even though eligibility for election is lost unless such member is suspended in accordance with these By-Laws. A suspended member may be reinstated without proving eligibility for election.

## Article V

### Dues

5.1 Institutional Members - The annual dues for institutional members shall be determined by the following scale of library operating expenditures as reported in the official financial statement of the Institution for the preceding year:

Up to \$50,000	- \$50.00
\$50,000 to \$300,000	- \$.001 per \$1.00 budgeted
\$300,001	- \$300.00

5.2 Full and Associate Members - The annual dues for Full and Associate Members shall be determined by the following scale:

<u>Salary Bracket</u>	<u>Full</u>	<u>Associate</u>
Under \$5,000	\$15	\$15
\$5,001-10,000	25	20
\$10,001-15,000	35	25
\$15,001-20,000	45	30
\$20,001 up	55	35

Members with 15 years full membership in ATLA who retire from active duty will be full members of ATLA, exempt from payment of dues. Members with 5 years but fewer than 15 years membership who retire shall pay annual dues of \$10.00 upon retirement up to accumulated total of 15 years as full members. There will be no special provision for full members with fewer than 5 years of membership.

5.3 Contributing and Sustaining Members - The annual dues for Contributing Members shall be Two Hundred Fifty (\$250.00) Dollars and for Sustaining Members shall be Five Hundred (\$500.00) Dollars.

5.4 Student Members - The annual dues for Student Members shall be \$10.00.

5.5 Honorary Members - There shall be no dues for Honorary Members.

5.6 Suspension for Non-Payment of Dues - Members failing to pay their annual dues by July 31st will be automatically suspended. Members thus suspended may be reinstated upon the payment of dues for the current year plus the additional charge of \$5.00.

## Article VI

### Meetings of Members

6.1 Annual Meetings - The annual meetings of the Members shall be held in the month of June for the election and appointment of Directors, for the consideration of annual reports and for the transaction of such other business as may come before the meeting. The Board of Directors shall determine the specific date of each annual meeting and may, if it deems it advisable, set the date of such meeting no more than sixty (60) days prior to or subsequent to the month fixed in this article.

6.2 Special Meetings - Special Meetings of the Members may be called at any time by the Board of Directors of its own accord, and if such a meeting is called, the call for meeting shall specify whether proxy voting shall be permitted. Proxy voting shall be permissible at special meetings only.

6.3 Place and Notice of Meeting - Annual and Special Meetings shall be held in such location or locations as shall be determined by the Board of Directors. Notice of Members' meetings shall be printed or in writing, shall state the place, day and hour of the meeting (and, in the case of a Special Meeting, the purpose or purposes for which it was called) and shall be delivered to all Members not less than one hundred twenty (120) days and not more than one hundred eighty (180) days before the date of the meeting. If mailed, such notice shall be deemed to be delivered when deposited with postage prepaid in the U.S. Mails addressed to each Member as listed in the records of the Corporation. If proxy voting is to be used at any Special Meeting, the proxy shall be enclosed in the Notice of Meeting.

6.4 Quorum - Fifty (50) voting Members at a regular meeting shall constitute a Quorum of the Members of the Corporation for the transaction of all business except election to elective positions of the Corporation and amendments to the Certificate of Incorporation or these By-Laws, but any lesser number may adjourn any meeting from time to time until a Quorum shall be present. One Hundred of the voting Members shall constitute a Quorum for the election to elective positions of the Corporation and amendments to the Certificate of Incorporation or of these By-Laws, but any lesser number may adjourn any meeting from time to time until a Quorum shall be present.

6.5 Chairmanship - Membership meetings shall be presided over by the President of the Corporation or, in his absence, by the Vice-President of the Corporation.

6.6 Voting - Each Full Member shall be entitled to one vote. Each Institutional Member shall be entitled to one vote cast by its authorized representative. Except as provided in the Certificate of Incorporation, voting may not be by proxy and voting may not be conducted by mail.

6.7 Representatives of Institutional Members - Each Institutional Member shall annually designate,

in writing, a representative who shall represent, vote and act for the Institutional Member in all affairs of the Corporation. Institutional Members may change their representatives at will and may appoint a substitute representative by giving written notice thereof to the Corporation. Representatives of Institutional Members must be officers or employees of Institutional Members and shall automatically cease to be representatives if and when their terms of office or employment expire.

6.8 Admission to Meetings - All meetings of Members shall be open to all interested in the work of the Corporation.

## Article VII

### Board of Directors

7.1 General Powers - Except as provided in the Certificate of Incorporation and these By-Laws, the property, minutes, records, affairs and business of the Corporation shall be managed by the Board of Directors.

7.2 Number and Classes of Directors - The Board shall consist of ten (10) Directors as follows:

Class A Directors - Six (6) Class A Directors shall be Full Members of the Corporation.

Class B Directors - Four (4) Class B Directors shall be the President, the Vice-President, the Immediate Past President and the Treasurer of the Corporation.

The Executive Secretary, Editor of the Corporation's official publication, the Representative for Contact with Foundations, a representative of the Board of Microtext, a representative of the Index Board, and a representative of the Association of Theological Schools in the United States and Canada (ATS) shall be ex officio members of the Board of Directors without vote.

7.3 Election and Designation of Directors - The Board of Directors will be elected and designated as follows:

7.3.1 Class A Directors - Upon expiration of the respective terms of the Class A Directors, subsequent Directors shall be elected by a plurality vote of the Members entitled to vote from among the candidates nominated in accordance with Article VIII



hereof. Each Full Member and each authorized representative of an Institutional Member shall have the right to vote for such number of nominees as shall equal the number of Class A Directors to be elected, but may not cast more than one vote for any single nominee. No Class A Director shall immediately succeed himself as a Class A Director.

7.3.2 Class B Directors - Class B Directors shall be the President, the Vice-President, the Immediate Past President and the Treasurer. The term of each Class B Director so designated shall be as provided in articles 9.2, 10.2, 11.3.

Class B Directors shall be elected by a plurality vote of the Members entitled to vote from among the candidates nominated in accordance with Article VIII hereof. Each Full Member and each authorized representative of an Institutional Member shall have the right to vote for such number of nominees as shall equal the number of Class B Directors to be elected, but may not cast more than one vote for any single nominee and may not cast a vote for more than one nominee for a denominated Class B Director office.

Elections to the elective positions for the Corporation shall be conducted by a written ballot returned to the Executive Secretary of the Corporation by the date specified on the ballot prior to the opening of the annual conference. In case of a tie vote, the successful candidate shall be chosen by lot.

The term of each Director so elected shall commence with the adjournment of the annual meeting of the members of the Corporation at which such Director shall be elected.

7.4 Disqualification of Directors - A Director who ceases to be a Full Member of the Corporation shall be disqualified thereby from continuing to serve as a Director of the Corporation.

7.5 Vacancies - The Board of Directors shall make appointment to fill the vacancy in the elective position of Treasurer of the Corporation until it is possible for the Corporation to fill the vacancy at the next regular annual election in accordance with the By-Laws. A vacancy in the office of President shall be filled for the remainder of the term by the Vice-President. The succession shall not prevent a person who succeeds to the Presidency, because of a

vacancy, from serving his normal term as President the next year as provided in the By-Laws. A vacancy in the office of Vice-President can be filled only by election as provided in the By-laws. If vacancies occur in the offices of President and Vice-President within the same term, the Board of Directors shall elect as President one of the Board for the remainder of the term. In such case, a President and a Vice-President shall be elected at the next annual meeting of members in accordance with the By-laws. Vacancies on the Board of Directors shall be filled by election at the next annual meeting of Members after the vacancy occurs.

7.6 Term of Directors - Each Class A Director shall serve for three (3) years.

7.7 Compensation of Directors - A Director shall receive no fees or other emoluments for serving as Director except for actual expenses in connection with meetings of the Board of directors or otherwise in connection with the corporate affairs.

7.8 Chairman and Vice-Chairman - The President of the Corporation shall serve as the Chairman of the Board and the Vice-President shall serve as Vice-Chairman thereof. The Chairman and Vice-Chairman shall continue to serve in such capacity until their successors are elected and qualified.

7.9 Meetings - Regular meetings of the Board of Directors shall be held no more infrequently than once a year as the Board shall decide. Special Meetings of the Board of Directors may be called by the Chairman of the Board at his own request or at the request of three or more other Directors. Special and regular Directors' meetings shall be held at the places, dates and times designated by the Chairman of the Board. Notices of all meetings shall be mailed to each Director at least five (5) days in advance, or telegraphed or personally delivered at least three (3) days in advance. A waiver of notice in writing shall be deemed equivalent to such notice. Attendance at a meeting shall be deemed waiver of notice except where attendance is for the sole purpose of objecting to the absence of notice. No notice is necessary for an adjourned meeting other than the announcement thereof at the meeting at which the adjournment takes place. Members of the Board of Directors of the Corporation, or of any Committee designated by the Board, may participate in a meeting

of such Board or Committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting in this manner shall constitute presence in person at such meeting.

7.10 Quorum and Voting - At each meeting of the Board of Directors the presence of a majority of the Directors shall be necessary to constitute a Quorum for the transaction of business except as otherwise specifically provided by statute, the Certificate of Incorporation or the By-Laws. The acts of a majority of the Directors present at any meeting, whether or not they shall comprise a Quorum, may adjourn the meeting from time to time. Each Director shall be entitled to (1) vote in person and may not exercise his voting rights by proxy.

## Article VIII

### Nominations to Elective Position of the Corporation

8.1 Nominating Committee - There shall be a Nominating Committee of three (3) full members of the Association appointed by the Board of Directors. One member shall be appointed annually for a three-year term. The senior member shall be appointed annually for a three-year term. The senior member of the committee shall be chairman. Each new appointment shall be made at such time as to enable this committee to meet during the annual meeting preceding the one at which elections are to be made from the nominees. This committee shall nominate candidates for the elective positions to be filled for the Association as a whole except where otherwise provided in these By-Laws.

8.2 Time and Number - The nominating Committee shall report at least one, and when feasible, two (2), nominations for each elective position to the Executive Secretary of the Corporation not less than six (6) months prior to the annual meeting of Members at which the nominees are to be considered by the Membership. The nominations shall be published by the Executive Secretary in the official publication of the Corporation not less than four (4) months prior to the annual meeting of Members.

8.3 Nominations by Others - Nominations other than those by the Nominating Committee may be made by petition signed by not less than ten (10) full members of the Association, and shall be filed with the Executive Secretary not less than three months preceding the annual meeting and shall be incorporated on the ballot with nominees presented through the Nominating Committee. Upon declaration of the Board of Directors at the annual meeting of a vacancy in the official slate, nominations may be made from the floor without prior notification.

8.4 Consent - No Nominations shall be presented to the Membership of the Corporation without the express consent of the nominee.

## Article IX

### President

9.1 Powers and Duties - The President shall be the chief executive officer of the Corporation, shall preside at all meetings of the Members and the Board of directors, and, except as otherwise specifically provided by these By-Laws, shall be in charge of the general and active management of the business of the Corporation and shall see that all orders and resolutions of the Board of Directors are carried into effect.

9.2 Term of Office - The President of the Corporation shall serve for one (1) year or until his successor is elected and qualifies.

## Article X

### Vice-President

10.1 Duties - The Vice-President shall, in the absence or disability of the President, perform the duties and exercise the powers of the President and shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe.

10.2 Term of Office - The Vice-President shall serve for one (1) year or until his successor is elected and qualifies.

10.3 Election - The Vice-President shall be elected at the annual meeting of Members in accordance with Articles VII and VIII hereof.

10.4 President Elect - The Vice-President of the Corporation shall be the President-Elect and shall succeed to the office of President at the end of the President's term.

## Article XI

### Other Officers

11.1 Treasurer - The Treasurer shall have the custody of the corporate funds and securities, including those of the Board of Microtext and the Index Board and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation and shall deposit all monies and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors. He shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the Board of Directors at its regular meetings or when the Board of Directors so requires an account of all his transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall also have custody of the corporate seal of the Corporation and he shall have authority to affix the same to any instrument requiring it and, when so affixed, it may be attested by his signature.

11.2 Disbursements to Board of Microtext and Index Board - The Board of Microtext and the Index Board shall submit their annual budget requirements to the Treasurer sixty (60) days prior to the end of the Corporation's fiscal year. At the time such budget is submitted to the Treasurer, the Board of Microtext and the Index Board may designate a fiscal agent who may be an individual, if such individual is a member of the designating board, to receive and disburse funds of the designating board. Within thirty (30) days of receiving such budget, the Treasurer shall verify same and shall disburse to the fiscal agent designated by either Board, if any, funds necessary to meet the budget for the coming fiscal year, provided that such disbursement, if

required to be out of general funds of the Corporation rather than out of funds of the particular project administered by the Board in question, shall occur only if approved by the Board of Directors of the Corporation. If either Board does not designate a fiscal agent, the Treasurer shall disburse the funds of such Board in accordance with the budget of that Board. After the end of the Corporation's fiscal year, and at a time designated by the Treasurer in advance, the Board of Microtext and the Index Board shall furnish an annual financial statement to the Treasurer, such statement to include all income and disbursements for such fiscal year and a narrative account of the project activities undertaken during such fiscal year. Such statements shall be presented by the Treasurer at the annual meeting of the Members.

11.3 Term of Treasurer - The Treasurer of the Corporation shall serve for three (3) years or until his successor is elected and qualifies.

11.4 Election of Treasurer - The Treasurer of the Corporation shall be elected at an annual meeting of the Members in accordance with Articles VII and VIII hereof.

11.5 Staffing - An Executive Secretary of the Corporation may be appointed by the Board of Directors. Other staff executives of the Board of Directors, the Board of Microtext, and the Index Board may be appointed and their remuneration, if any, determined by the action of the appointing Board, from time to time. At the discretion of the Board of Directors, elected officers of the Corporation may receive remuneration for their services in such capacity.

## Article XII

### Board of Microtext

12.1 General Powers - Except as provided in the Certificate of Incorporation, and these By-Laws, the property, affairs and business of the Microtext Project shall be managed by the Board of Microtext.

12.2 Number and Classes of Board Members - The Board of Microtext shall consist of five (5) Board Members as follows:

1. Class A Members - Three (3) Class A Board Members shall be Full Members of the Corporation selected in accordance with this Article XII.

2. Class B Board Members - The Class B Board Members shall be elected as provided in this Article XII.

12.3 Election and Designation of Board Members - The Board of Microtext will be elected and designated as follows:

1. Class A Board Members - Class A Board Members shall be elected by a plurality vote of the Members entitled to vote from among the candidates nominated in accordance with Article VIII hereof. In the case of a tie vote, the successful candidate shall be chosen by lot. Each Full Member and each authorized representative of an Institutional Member shall have the right to vote for such number of nominees as shall equal the number of Class A Board Members to be elected but may not cast more than one (1) vote for any single nominee.

2. Class B Board Members - Candidate for the position of Class B Board Member shall be nominated by the Board of Microtext. In making and reporting such the Board of Microtext shall be governed by Article 8.2

Class B Directors shall be elected by a plurality of the Members entitled to vote from among the candidates nominated in accordance with Article VIII thereof. Each Full Member and each authorized representative of an Institutional Member shall have the right to vote for such number of nominees as shall equal the number of Class B Directors to be elected, but may not cast more than one vote for any single nominee and may not cast a vote for more than (1) one nominee for a denominated Class B Director Office.

Elections to the elective positions for the Corporation shall be conducted by a written ballot returned to the Executive Secretary of the Corporation by the date specified on the ballot prior to the opening of the Annual Conference. In case of a tie vote, the successful candidate shall be chosen by lot.

12.4 Vacancies - Except as herein provided, the Board of Microtext shall make appointments to fill vacancies on the Board of Microtext. Such appointments shall become effective upon the appointment by

the Board of Microtext and shall extend to the end of the term of the Board Member being replaced.

12.5 Term of Board Members - Each Board Member shall serve for three years.

12.6 Compensation of Board Members - Board Members shall receive no fees or other emoluments for serving as a Board Member, except for actual expenses in connection with the meetings of the Board of Microtext or otherwise in connection with the affairs of the Microtext Project.

12.7 Chairman - The Board of Microtext shall, by majority vote, select a Chairman of the Board of Microtext from among its membership. The Chairman shall continue to serve in such capacity for a term of one (1) year or until his successor is elected and qualifies.

12.8 Meetings - Regular meetings of the Board of Microtext shall be held no more infrequently than once a year as the Board of Microtext shall decide. Special meetings of the Board of Microtext may be called by the Chairman at his own request or at the request of two (2) or more Members of the Board of Microtext. Special and regular meetings shall be held at the places, dates and times designated by the Chairman of the Board of Microtext. Notices of all meetings shall be mailed to each Board Member at least five (5) days in advance or telegraphed or personally delivered at least three (3) days in advance. A waiver of notice in writing shall be deemed equivalent to such notice. Attendance at a meeting shall be deemed waiver of notice, except where attendance is for the sole purpose of objecting to the absence of notice. No notice is necessary for an adjourned meeting other than the announcement thereof at the meeting at which the adjournment takes place. The Members of the Board of Microtext may participate in a meeting of such Board by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting in this manner shall constitute presence in person at such meeting.

12.9 Quorum and Voting - At each meeting of the Board of Microtext the presence of a majority of the Board shall be necessary to constitute a Quorum for the transaction of business. The acts of a majority of the Members of the Board of Microtext present at a



meeting at which a Quorum is present shall be the acts of the Board of Microtext. A majority of the Board of Microtext present at any meeting, whether or not they shall comprise a Quorum, may adjourn the meeting from time to time. Each Member of the Board of Microtext shall be entitled to (1) vote in person and may not exercise his voting rights by proxy.

## Article XIII

### Index Board

13.1 General Powers - Except as provided in the Certificate of Incorporation and these By-Laws, the property, affairs and business of the Religion Index and other publications of the Board shall be managed by the Index Board.

13.2 Number and Classes of Board Members - The Index Board shall consist of five (5) Board Members as follows:

1. Class A Board Members - Three (3) Class A Board Members shall be Full Members of the Corporation selected in accordance with this Article XIII.

2. Class B Board Members - Two (2) Class B Board Members shall be elected as provided in this Article XIII.

13.3 Election and Designation of Board Members - The Index Board will be elected and designated as follows:

1. Class A Board Members - Class A Board Members shall be elected by a plurality vote of the Members entitled to vote from among the candidates nominated in accordance with Article VIII hereof. In the case of a tie vote, the successful candidate shall be chosen by lot. Each Full Member and each authorized representative of an Institutional Member shall have the right to vote for such number of nominees as shall equal the number of Class A Board Members to be elected but may not cast more than one (1) vote for any single nominee.

2. Class B Board Members - Candidates for the position of Class B Board Member shall be nominated by the Board of Microtext. In making and reporting such nominations, the Board of Microtext shall be governed by Article 8.2.

Class B Board directors shall be elected by a plurality of the Members entitled to vote from among

the candidates nominated in accordance with Article VIII thereof. Each Full Member and each authorized representative of an Institutional Member shall have the right to vote for such number of nominees as shall equal the number of Class B Directors to be elected, but may not cast more than one vote for any single nominee and may not cast a vote for more than one nominee for a denominated Class B Director Office.

Elections to the elective positions for the Corporation shall be conducted by a written ballot returned to the Executive Secretary of the Corporation by the date specified on the ballot prior to the opening of the Annual Conference. In case of a tie vote, the successful candidate shall be chosen by lot.

13.4 Vacancies - Except as herein provided, the Index Board shall make appointments to fill vacancies on the Index Board. Such appointments shall become effective upon the appointment by the Index Board and shall extend to the end of the term of the Board Member being replaced.

13.5 Term of Board Members - Each Board Member shall serve for three (3) years.

13.6 Compensation of Board Members - Board Members shall receive no fees or other emoluments for service as Board Members except for actual expenses in connection with the meetings of the Index Board or otherwise in connection with the affairs of the Religion Index and other publications of the Board.

13.7 Chairman - The Index Board shall, by majority vote, select a Chairman of the Index Board from among its membership. The Chairman shall continue to serve in such capacity for a term of one (1) year or until his successor is elected and qualifies.

13.8 Meetings - Regular meetings of the Index Board shall be held no more infrequently than once a year as the Index Board shall decide. Special meetings of the Index Board may be called by the Chairman at his own request or at the request of three (3) or more members of the Index Board. Special and regular meetings shall be held at the places, dates and times designated by the Chairman of the Index Board. Notices of all meetings shall be mailed to each Board Member at least five (5) days in advance or telegraphed or personally delivered at least three (3) days in advance. A waiver of notice in writing shall

be deemed equivalent to such notice. Attendance at a meeting shall be deemed waiver of notice, except where attendance is for the sole purpose of objecting to the absence of notice. No notice is necessary for an adjourned meeting other than the announcement thereof at the meeting at which the adjournment takes place. The Members of the Index Board may participate in a meeting of such Board by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting in this manner shall constitute presence in person at such meeting.

13.9 Quorum and Voting - At each meeting of the Index Board the presence of a majority of the Board shall be necessary to constitute a Quorum for the transaction of business. The acts of a majority of the Members of the Index Board present at a meeting at which a Quorum is present shall be the acts of the Index Board. A majority of the Index Board present at any meeting, whether or not they shall comprise a Quorum, may adjourn the meeting from time to time. Each Member of the Index Board shall be entitled to one (1) vote in person and may not exercise his voting rights by proxy.

## Article XIV

### Contracts, Loans, Checks, and Bank Accounts

14.1 Contracts - To the extent the Board of Directors may specifically authorize, the President may, on behalf of the Corporation, prepare proposals for contracts with any person, firm, or other entity, sign contracts between the Corporation and any such person, firm or other entity, execute bonds and undertakings required for the faithful performance of such contracts and deliver vouchers and receipts in connection therewith.

14.2 Loans - To the extent the Board of Directors may specifically authorize, the President and Vice-President, acting together, may effect loans and advances at any time for the Corporation from any bank, trust company, or any other institution or from any person, firm or other entity and for such loans and advances may make, execute and deliver promissory notes or other evidences of indebtedness of the Cor-

poration. No such officer or officers shall, however, for the purposes of giving security for any such loan or advance, mortgage, pledge, hypothecate, or transfer any property whatsoever owned or held by the Corporation except when specifically authorized by resolution of the Board of Directors.

14.3 Checks, Drafts, Etc. - All checks, drafts, orders for the payment of money, bills of lading, warehouse receipts, obligations, bills of exchange, and insurance certificates shall be signed or endorsed by such officer or officers, agent or agents, of the Corporation as shall be determined by resolution of the Board of Directors from time to time and in such manner as shall be determined by resolution of the Board of Directors from time to time.

14.4 Deposits and Accounts - All funds of the Corporation not otherwise employed shall be deposited from time to time in general or in special accounts in such banks, trust companies or other depositories as the Board of Directors may select or as may be selected by any officer or officers, agent or agents of the Corporation to whom such power shall be delegated by the Board of Directors. For the purpose of deposit and for the purpose of collection for the account of the Corporation, checks, drafts and other orders for the payment of money which are payable to the order of the Corporation may be endorsed, signed and delivered by any officer or agent of the Corporation.

14.5 Board of Microtext and Index Board - Except as provided in the Certificate of Incorporation or in these By-laws, all references in this Article XIV to the Board of Directors (with the exception of paragraph 14.2) shall be deemed to refer to the Board of Microtext and to the Index Board, and all references to the President or to the President and Vice-President shall be deemed to refer to the respective Chairmen of the Board of Microtext and the Index Board, provided that the authority so vested in the Board of Microtext and the Index Board and in such Chairmen by paragraphs 14.3 and 14.4 shall apply only to those funds which the Treasurer of the Corporation is required to advance to each such Board's designated fiscal agent within thirty (30) days of the submission of its annual budget.

## Article XV

### Committees

15.1 Authorizaton - Committees of the Corporation shall be authorized by action of the Members of the Corporation or of the Board of Directors, except as otherwise provided in the Certificate of Incorporation and the By-Laws.

15.2 Appointment of Committee Members - Committee Members shall be appointed by the Board of Directors unless otherwise provided in the action authorizing the Committee or in the Certificate of Incorporation and the By-Laws.

15.3 Joint Committees - American Theological Library Association Members of Joint Committees of the American Theological Library Association and other associations may be appointed by the President of the Corporation with the approval of the Board of Directors and they shall be Full Members of the Corporation.

15.4 Eligibility - Full and Associate Membrs of the Corporation shall be elegible to serve as members on all Committees, except as otherwise provided in the Certificate of Incorporation and the By-Laws.

15.5 Term - Except as herein provided, Committee Members shall serve a three (3) year term or until their successors have been appointed and qualified. In the first year, one (1) Member shall be appointed for three (3) years, one (1) Member for two (2) years, and one (1) Member for one (1) year. Thereafter one (1) new Member shall be appointed each year by the Board of Directors.

15.6 Minutes - Each Committee shall maintain a file of its minutes and actions and forward them to the Archivist upon request. Each Committee shall present a written report to the annual conference.

## Article XVI

### Rules of Order

The rules contained in the latest available edition of Robert's Rules of Order shall govern the Corporation in all cases to which they are applicable and in which they are not inconsistent with the Certificate of Incorporation and these By-Laws.

## Article XVII

### Seal

The Corporation shall have a corporate seal which shall be in form adopted by the Board of Directors.

## Article XVIII

### Years

19.1 Membership Year - The Membership Year of the Corporation shall be the same as the fiscal year.

19.2 Fiscal Year - The Fiscal Year of the Corporation shall be May 1 to April 30.

## Article XIX

### Annual Audit

The accounts of the Corporation shall be audited annually in accordance with generally accepted auditing standards by independent certified public accountants. Copies of the report of such audits shall be furnished to any Member who requests such copy in writing.

## Article XX

### Amendments

These By-Laws may be altered, amended, or repealed and new By-laws may be adopted by the affirmative vote of a majority of the Full Members and representatives of Institutional Members of the association voting at any general session of any annual meeting of the Corporation.

## Article XXI

The necessary grammatical changes required by the use of the neuter, masculine, feminine, singular or plural in these By-Laws shall, in all instances, be assumed to apply in the sense required by the factual context presented as though such changes were fully expressed in each instance.

## **American Theological Library Association Members**

**as of January 7, 1983**

### **Honorary Members**

- Allenson, Alec H. Plymouth Place, 315 N. LaGrange Rd., LaGrange Park, IL 60525  
Farris, Mrs. Donn Michael 921 N. Buchanan Blvd., Durham, NC 27701  
\*Morris, Mrs. Raymond P. 159 Westwood Rd., New Haven, CT 06515  
\*Wartluft, Mrs. David J. 7301 Germantown Ave., Philadelphia, PA 19119

### **Student Members**

- Askren, Russell W. 345 E. Wilbur Rd., #1204, Thousand Oaks, CA 91360  
Ashcraft, Rev. Darrel E. 629 S. Main St., Raynham, MA 02767  
Beard, Craig W. 1445 E. Lafayette, #10 Tallahassee, FL 32301  
Benedetto, Robert 2604 Brewster Ave., Redwood City, CA 94062  
Bowen, Dorothy N. Rt. 3, Box 17, Monticello, FL 32344  
Blair, Rebecca S. 44 Hawthorne St., Somerville, MA 02144  
Campbell, Dan 207-B, Branson St., Chapel Hill, NC 27514  
Cavanaugh, Martin A. 831 W. Taylor, Apt. 619, Dekalb, IL 60115  
Guerrette, Paul L. 410 Central Park West, #14F, NY, NY 10025  
Haymes, Don 3205 Chisca, Memphis, TN 38111  
Jacob, Dr. Earnest P. 1016 Rutledge Dr., Midfield, AL 35228  
Jarisch, Ms. Lisa 47 Quincy St., N. Adams, MA 01247  
Kropa, Jane 425 Gould Rd., Columbus, OH 43209  
Kubic, Joseph Golden Gate Baptist Theological Seminary Strawberry Point, Mill Valley, CA 94941  
Lindberg, Richard L. 231 Fourth Ave., Phoenixville, PA 19460  
Mangiaracina, George 186 Marlborough St., Boston, MA 02116

\*Indicates attendance at the 1982 Annual Conference

Miller, Sr. Joy Loretto Covenant, Box 508, Wheaton,  
IL 60187  
Nelson, John O. 2720 Thatcher Ave., River Grove, IL  
60171  
Poitras, Gilles L. 3842 Telegraph, Oakland, CA 94609  
Smith, Robert E. Concordia Seminary, 801 De Mun Ave.,  
St. Louis, MO 63105  
Yount, Rev., William M. Rt. 3, Box 8, Brookhaven, MS  
39601

### Full Members

\*Aldrich, The Rev. Mrs. Willie L. B. Head Librarian,  
Hood Theological Seminary 800 W. Thomas St.,  
Salisbury, NC 28144  
\*Anderson, Norman E. Gordon-Conwell Theological  
Seminary South Hamilton, MA 10982  
Aschmann, Ms. Althea Cataloger, Andover-Harvard Theo-  
logical Library 45 Francis Ave., Cambridge, MA  
02138  
Ashcraft, Mrs. Bernice Catalog Librarian, South-  
eastern Baptist Theological Seminary, Box 752,  
Wake Forest, NC 27587  
Ashley, Elizabeth Director, Technical Services,  
Golden Gate Baptist Theological Seminary Straw-  
berry Point, Mill Valley, CA 94941  
\*Aycocock, Mrs. B. D. Reference Librarian, Union Theo-  
logical Seminary 3401 Brook Rd., Richmond, VA  
23227  
Ayer, H.D. Sandy Assistant Librarian, Regent Col-  
lege 2130 Wesbrook Mall, Vancouver, B.C., Canada  
V6T 1W6  
Badke, William B. Librarian/Assistant Professor,  
Northwestern Baptist Theological College and  
Seminary 3358 S.E. Marine Dr., Vancouver B.C.,  
Canada V5J 3G5  
Baker, Mrs. Florence S. Retired 153 Livingston St.,  
New Haven, CT 06511  
\*Baker-Batsel, John David Librarian, Graduate Theo-  
logical Union Berkley, 2400 Ridge Rd., Berkeley,  
CA 94709  
\*Baker-Batsel, Patricia A. 1081 Warfield Ave., Oak-  
land, CA 94610  
\*Balz, Elizabeth L. Trinity Lutheran Seminary 2199  
E. Main St., Columbus, OH 43209



Barber, Dr. Cyril J. Librarian, International School of Theology, Arrowhead Springs, San Bernadino, CA 92414

Beach, Robert Retired 16 Washington Rd., Woodbury, CT 06798

Beasley, Jonathan Cataloger, General Theological Seminary 175 9th Ave., NY, NY 10011

\*Berg, Rev. Richard Periodicals and Learning Resources Librarian, United Theological Seminary 1810 Harvard Blvd., Dayton, OH 45406

\*Berlowitz, Mrs. Sara B. Cataloger, Graduate Theological Union Library 2400 Ridge Rd., Berkeley, CA 94709

\*Bertels, Rev. Henry J., S.J. Director of Library, Woodstock Theological Center Library, Georgetown University, Washington, DC 20057

Bestul, Valborg Retired 2383 Bourne Ave., St. Paul, MN 55108

Bielenberg, W. Larry Director of Library Services, Concordia Seminary Mail: 8 Seminary Terrace, St. Louis, MO 63105

Bilbrey, Dale E. Librarian, Scarritt College Mail: 3939 Apache Trail, Apt. E-11, Antioch, TN 37013

\*Bischoff, Mary R. Director of Technical Services, Christ Seminary 539 N. Grand, St. Louis, MO 63103

\*Blaylock, The Rev. James C. Librarian, Baptist Missionary Association Theological Seminary PO Box 1797, Jacksonville, TX 75766

\*Boddy, Michael P. Acquisitions Librarian, Asbury Theological Seminary Wilmore, KY 40390

Boell, Margaret Retired 212 Chestnut Ave., Jamaica Plain, MA 02130

Bogenschneider, Rev. Duane Associate Editor, Microfilming Corporation of America Sanford, NC Mail: Rt. 4, Box 399, Raleigh, NC 27606

\*Bollier, John A. Yale Divinity School Library 409 Prospect St., New Haven, CT 06510

\*Booher, Harold H. Librarian, Episcopal Theological Seminary of the Southwest PO Box 2247, Austin TX 78768

Boshears, Dr. Onva K., Jr. Dean and Professor, School of Library Service, University of Southern Mississippi Southern Station, Box 5146, Hattiesburg, MS 39401

Bowell, Daniel James Collection Development, Billy Graham Center Library Wheaton College, Wheaton, IL 60187

Bowen, Mrs. Dorothy N. Rt. 3, Box 17, Monticello, FL 32344

Boyd, The Rev. Sandra 263 Payson, Rd., Belmont, MA 02178

\*Bracewell, Rev. R. Grant Library Coordinator, Emmanuel College Library (Victoria University) 75 Queen's Park, Toronto, Ont., Canada M5S 1K7

Brandt, Steven R. Mennonite Brethren Biblical Seminary 1717 So. Chestnut, Fresno, CA 93702

Braswell, Mrs. Laura Acting Director, Columbia Graduate School of Bible and Missions Box 3122, Columbia, SC 29230

\*Braun, Mrs. Nancy R. Catalog Librarian, Vanderbilt Divinity Library Mail: 1209 Shiloh Dr., Nashville, TN 37205

Breaden, Richard P. Library Director, St. Joseph's Seminary Memorial Library, Yonkers, NY 10704

Brimm, Dr. Henry M. Retired 1600 Westbrook Ave., Richmond, VA 23227

Brockway, Duncan Director of Library Services, Schools of Theology in Dubuque, 2050 University, Dubuque, IA 52001

Brown, Rev. Arthur E. Librarian, Maryknoll Seminary Library Maryknoll, NY 10545

Brown, Terry Serials/A-V Librarian, Mid-America Baptist Theological Seminary 1255 Poplar Ave., Memphis, TN 38103

Bullock, Mrs. Frances E. 80 LaSalle St., Apt. 15E, NY, NY 10027

\*Burdick, Rev. Oscar Collection Development, Graduate Theological Union 2400 Ridge Rd., Berkeley, CA 94709

Byrnes, Paul A. Collection Development, Union Theological Seminary Broadway at 120th St., NY, NY 10027

Caldwell, Alva Librarian, Garrett/Evangelical-Seabury/Western Libraries 2121 Sheridan Rd., Evanston, IL 60201

Camp, Thomas Edward Librarian, The School of Theology, University of the South Sewanee, TN 37375

\*Campbell, Rev. Jerry Librarian, Bridwell Library, Perkins School of Theology, Southern Methodist University Dallas, TX 75275

- \*Campbell, Ms. Winifred C. Cataloger, Andover-Harvard Theological Library 45 Francis Ave., Cambridge, MA 02138
- \*Chen, David Assistant Librarian/Technical Services, Pitts Theology Library, Emory University Atlanta, GA 30322
- \*Chinn, Dig Librarian, St. Thomas Seminary 1300 S. Steele St., Denver, CO 80210
- \*Choquette, Ms. Dianne New Religious Movments Research Collection Graduate Theological Union 2400 Ridge Rd., Berkeley, CA 94709
- Clark, Dr. Robert M. Retired 29 Maple St., Trenton, Ont., Canada K8V 2A9
- Coatler, Dr. Milton J., Jr. Public Service Librarian, Iliff School of Theology Mail: 2201 S. Pearl St., Denver, CO 80210
- Cobb, Jean L. Reference Librarian, School of Theology at Claremont Foothill Blvd./College Ave., Claremont, CA 91711
- Cogswell, Robert Cataloger, Episcopal Theological Seminary of the Southwest Mail:3913 Wilbert Rd., Austin, TX 78751
- \*Connolly, Sr. Madeline Librarian, St., Augustine's Seminary Library 2661 Kingston Rd., Scarborough, Ontario, Canada M1M 1M3
- Cook, Mrs. Florence S. 2812 Gleneagle Dr., Findlay, OH 45840
- Coppinger, Rev. John Librarian, Graymoor Ecumenical Institute Graymoor, Garrison, NY 10524
- Crawford, Elizabeth L. Retired 215-A Ewing St., Princeton, NJ 08540
- Crismon, Dr. Leo Retired 404 Pleasant View, Louisville, KY 40206
- Culkin, Rev. Harry Cathedral College 7200 Douglaston Pkwy., Douglaston, NY 11362
- Dagan, Alice Retired 1405 S. 11th Ave., Maywood, IL 60153
- \*Daly, Rev. Simeon Librarian, St. Meinrad School of Theology, Archabbey Library St. Meinrad, IN 47577
- Davis, Rev. Clifton Librarian, Bangor Theological Seminary Mail: RFD 3, Box 6 Skyway Valley, Bangor, ME 04401
- Davis, Mrs. Goentje Assistant Librarian, Westminster Theo-logical Seminary Mail: PO Box 57, Abington, PA 19001

Dearborn, Mrs. Josephine M. Assistant Librarian,  
Virginia Theological Seminary Alexandria, VA  
22304

\*Debusman, Dr. Paul M. Acquisitions Librarian,  
Southern Baptist Theological Seminary 2825  
Lexington Rd., Louisville, KY 40280

\*Deering, Dr. Ronald F. Librarian, Southern Baptist  
Theological Seminary 2825 Lexington Rd., Louis-  
ville, KY 40280

\*DeKlerk, Peter Calvin Theological Seminary 3233  
Burton St., SE, Grand Rapids, MI 49506

Delivuk, John 1117 Forth Ave., Beaver Falls, PA 15010

DeMayo, Rev. John B. Librarian, St. Charles  
Seminary Overbrook, Philadelphia, PA 19151

Dennison, Rev. James, Jr. Librarian, Westminster  
Theological Seminary in California PO Box 2215,  
Escondido, CA 92025

\*Dickerson, G. Fay Editor, Religion Index Mail:  
7321 S. Shore Dr., #9D, Chicago, IL 60649

Dickinson, Luren E. Director, Ambassador College  
Library Box 111, Big Sandy, TX 75755

Douglas, Dr. George Lees Retired 24 Leith Hill Rd.,  
Apt. 1101, Willowdale, Ont., Canada M2J 1Z3

\*Dunkly, James Librarian, Nashotah House Nashotah,  
WI 53058

Dunning, Miss Verna M. Grace Graduate School and  
Bible Institute 3625 Atlantic Ave., Long Beach,  
CA 90807

Durnbaugh, Mrs. Hedda Catalog Librarian, Beth-  
any/Northern Baptist Seminaries Library Butter-  
field & Meyers Roads, Oak Brook, IL 60521

\*Dvorak, Robert Director of Library, Gordon-Conwell  
Theological Seminary S. Hamilton, MA 01982

Eastwood, Edna Mae Retired Apt. 204, 518 Shamrock  
Ave., Lee's Summit, MO 64063

Ehlert, Dr. Arnold D. Retired, Mail: 1262 Camillo  
Way, El Cajon, CA 92021

\*Eldevik, Bruce 736 Park Dr., 304, Sioux Falls, SD  
57105

Ellenwood, Rev. Lee Library Director, John P.  
Webster Library, The First Church of Christ  
Congregational, W. Hartford Mail: 57 Colonial  
St., Elmwood, CT 06110

\*Else, James Graduate Theological Union Library  
Mail: 5104 Tehama Ave., Richmond CA 94804

Eltscher, Ms. Susan M. American Baptist Historical  
Society 1106 S. Goodman St., Rochester, NY 14620

Englerth, Dr. Gilbert R. Retired 142 Jackson Ave.,  
Magnolia, NJ 08049

Erdel, Timothy P. Mail: 2110-304 Orchard St., Urbana,  
IL 61801

Erdican, Mrs. Achilla Cataloger, Pitts Theology Li-  
brary, Emory University Atlanta, GA 30322

Erickson, J. Irving Retired 3456 W. Berwyn Ave.,  
Chicago, IL 60625

Evans, Ester Retired Rt. 1, Box 256, Edenton, NC  
27932

Ewbank, Ralph Librarian, Western Evangelical Semi-  
nary 4200 Jennings Ave., Portland, OR 97222

Fahey, Rev. James Pope John XXIII National Seminary  
Weston, MA 02193

\*Farris, Donn Michael Librarian, Duke Divinity  
School Library, Duke University Durham, NC 27706

\*Farris, Mrs. Joyce Cataloger of Hebrew and re-  
ligion materials, Perkins Library, Duke Uni-  
versity Mail: 921 N. Buchanan Blvd., Durham, NC  
27701

Faupel, David Director of the Library, Asbury Theo-  
logical Seminary Wilmore, KY 40390

Feiss, The Rev. Hugh Acquisitions Librarian, Mt.  
Angel Abbey St. Benedict, OR 97373

Fetterer, Rev. Raymond A. St. Francis Seminary 3257  
S. Lake Dr., Milwaukee, WI 53207

File, Rev. Russell H. Librarian, Liberty Baptist  
College and Seminary Box 20000, Lynchburg, VA  
24506

Fitzpatrick, T. Kelly Director of the Library, The  
Hugh J. Phillips Library, St. Mary's College,  
Emmitsburg, MD 21727

Flemister, Wilson N. Librarian, Interdenominational  
Theological Center 671 Beckwith St., SW,  
Atlanta, GA 30314

\*Flynn, Mrs. Elizabeth Director, Technical Services,  
Graduate Theological Union 2400 Ridge Rd.,  
Berkeley, CA 94709

Frank, Emma Retired Charlotte Square, Chelsea House,  
Unit 312, Port Charlotte, FL 33952

Franz, Dr. Gunther Librarian, Universitätsbibliothek  
D7400 Tuebingen 1, Wilhelmstr. 32, Postfach  
2620, Western Germany

Freudenberger, Mrs. Elsie Catalog Librarian, School  
of Theology at Claremont Claremont, CA 91711

Fritz, Dr. William Librarian, Lutheran Theological Southern Seminary 4201 N. Main St., Columbia, SC 29203

Frolich, Anne Librarian, Detroit Bible College 35700 W. 12 Mile Rd., Farmington Hills, MI 48018

Galbraith, Les Librarian, Christian Theological Seminary 1000 W. 42 St., Indianapolis, IN 46208

Gardiner, Mabel Retired 1 Calvin Circle, B206, Evanston, IL 60201

George, Miss Rachael Librarian, Reformed Presbyterian Theological Seminary 7418 Penn Ave., Pittsburgh, PA 15208

Gerdes, Rev. Neil Wayne Meadville/Lombard Theological School 5701 Woodlawn Ave., Chicago, IL 60637

\*Gericke, Dr. Paul Director of the Library, New Orleans Baptist Theological Seminary 3939 Gentilly Blvd., New Orleans, LA 70126

Germovnik, Rev. Francis Librarian, DeAndreis Seminary 511 E. 127 St. Lemont, IL 60439

Giesbrecht, Herbert Librarian, Mennonite Brethren Bible College 77 Henderson Highway, Winnipeg, Manitoba, Canada R2L 1L1

\*Gilbert, Thomas Jessie Ball duPont Library, University of the South Sewanee, TN 37375

Gjellstad, Rolfe Cataloger, Yale Divinity School Mail: 34 Avon St., New Haven, CT 06511

Glenn, Ms. Lucinda 1739 Lincoln, Apt. C, Berkeley, CA 94703

Goddard, Dr. Burton L. Retired 163 Chebacco Rd., S. Hamilton, MA 01982

\*Goertzen, Mrs. Norma Director of Library, North Park Theological Seminary Mail: 5125 N. Spaulding Ave., Chicago, IL 60625

Goldsworthy, Rev. William Librarian, Sacred Heart Monastery, Croydon and Holy Cross Monastery, Templestowe Mail: 19 Trinian St., Vermont, Victoria, Australia 3133

\*Goodman, Delena Librarian, School of Theology, Anderson College Anderson, IN 46011

Goodwin, Jack Librarian, Virginia Theological Seminary Alexandria, VA 22304

Graham, Dr. Holt Director of Library Services, United Theological Seminary of the Twin Cities 3000 Fifth St., NW, New Brighton, MN 55112

\*Grater, Fred A. Cataloger, Pitts Theology Library Emory University, Atlanta, GA 30322

Green, Rev. David Librarian, General Theological Seminary 175 Ninth Ave., New York, NY 10011

Griffin, Mrs. Patricia S. Librarian, Roanoke Bible College Elizabeth City, NC 27909

Griffis, Rev. Barbara M. 2800 Quebec St., NW, #1040, Washington, DC 20008

Grossman, Mrs. Walter Librarian, Andover-Harvard Theological Library 45 Francis Ave., Cambridge, MA 02138

Guston, David Retired 2210 Pascal, #206, St. Paul, MN 55113

\*Hadidian, Dikran Head Librarian, Pittsburgh Theological Seminary 616 N. Highland Ave., Pittsburgh, PA 15206

\*Hager, Lucille Director of the Library, Christ Seminary Mail: 7203 Sarah, Apt. 8, St. Louis, MO 63143

Hahn, Stephen 310 E. Michigan Ave., Apt. 2, Urbana, IL 61801

\*Haight, Larry L. Librarian, Assemblies of God Graduate School 1445 Boonville, Springfield, MO 65802

Hair, William, III Librarian, Mid-America Baptist Theological Seminary 1255 Poplar Ave., Memphis, TN 38104

Hallier, Miss Sara Librarian, Library and Archives, RDLs Auditorium Box 1059, Independence, MO 64051

\*Hamburger, Roberta Seminary Librarian, Graduate Seminary Library, Phillips University Box 2218, University Station, Enid OK 73701

Hammerly, Hernan D. Moreno 380, 3103 Villa Libertador, San Martin, Entre Rios, Arg

\*Hand, William J. Acting Associate Librarian, Eastern Baptist Theological Seminary City and Lancaster Aves., Philadelphia PA 19151

\*Hanley, Sister Mary Esther Librarian, St. Michael's College 113 St. Joseph St., Toronto, Ont., Canada M5S 1J3

Harrer, John A. Retired 14 Beacon St., Rm. 207, Boston, MA 02108

Harder, Kenette Assistant Catalog Librarian, Southwestern Baptist Theological Seminary Mail: 5645 Brookside, Dr., #313, Forth Worth, TX 76109

\*Harris, Rev. William O. Librarian for Public Services, Christian Theological Seminary 1000 W. 42 St., Indianapolis, IN 46208

Harvey, Mrs. Grace School of Theology Library, University of the South Mail: RR 1 Box 89, Sewanee, TN 37375

\*Hassell, Mrs. Lorna Librarian, Wycliffe College 109 Esgore Dr., Totonto, Ontario, Canada M5M 3S1

Hawkins, Rev. Ronald Cataloger, United Theological Seminary Mail: 1745 Emerson Ave., Dayton, OH 45406

Hayes, Rev. Bonaventure Library Director, Christ the King Seminary 711 Knox Rd., East Aurora, NY 14052

\*Heard, Jeffery L. Acting Librarian, Concordia Theological Seminary 6600 N. Clinton, Fort Wayne, IN 46825

Hennessy, Rev. William Associate Librarian, Louisville Presbyterian Theological Seminary 1044 Alta Vista Rd., Louisville, KY 40205

Hessel, William H. Associate Director, University Library La Sierra Campus, Riverside, CA 92515

\*Hickey, Dr. Doralyn Professor, School of Library and Information Science, North Texas State University Denton, TX 76203

\*Hilgert, Elvire R. McCormick Theological Seminary 1100 E. 55th St., Chicago, IL 60615

\*Hill, Rev. Lawrence, OSB St. Vincent College Library Latrobe, PA 15650

Himrod, Dr. David K. Director of Reader Services, United Library GETS/SWTS 2121 Sheridan Rd., Evanston, IL 60201

Hodges, Elizabeth Retired Holderness, NH 03245

\*Hodges, Thelma Assistant Librarian, Christian Theological Seminary Box 88267, Mapleton Station, Indianapolis, IN 46208

Holder, Ms. Vivian Liberia Baptist Theological Seminary PO Box 1778, Monrivia, Liberia

Huber, Donald Librarian, Trinity Lutheran Seminary 2199 E. Main St., Columbus, OH 43209

\*Hurd, Albert E. Executive Secretary, ATLA, 5600 S. Woodlawn Ave., Chicago, IL 60637

\*Ibach, Robert D., Jr. Box 592, Winona Lake, IN 46590

\*Irvine, James S. Assistant to the Librarian, Princeton Theological Seminary Mail: 307 Emmons Dr., A-2, Princeton, NJ 08540

Jasko, Sister Agnese Head Librarian, Sacred Heart School of Theology 7335 S. Lovers Lane Rd., Hales Corner, WI 53130



- \*Jeschke, Channing Librarian, Pitts Theology Library, Emory University Atlanta, GA 30322
- \*Jewett, Christine C. Head Librarian, McAlister Library Fuller Theological Seminary 135 N. Oakland, Pasadena, CA 91101
- Johnson, Elinor Retired 1585 Ridge Ave., Apt. 504-505, Evanston, IL 60201
- Johnson, George Assistant Librarian, Covenant Theological Seminary 12330 Conway Rd., St. Louis, MO 63141
- \*Johnson, James R. Mail: Box 1527, Stouffville, Ontario, Canada L0H 1L0
- \*Jones, Dr. Arthur, Jr. Director, Drew University Library Madison, NJ 07940
- Jones, Mrs. Phyllis R. Assistant Librarian, Graymoor Ecumenical Institute Graymoor, Garrison, NY 10524
- Judah, Dr. Jay Stillson Retired 2705 Saklan Indian Dr., #8, Walnut Creek, CA 94595
- \*Kansfield, Rev. Norman Librarian, Beardslee Memorial Library, Western Theological Seminary Holland, MI 49423; July 1, 1983 Colgate Rochester Bexley Hall/Carozar Divinity School, 1100 S. Goodman St., Rochester, NY 14620
- \*Kasten, Seth Reference Librarian, Union Theological Seminary Mail: 700 West End Ave., Apt. 14-A, NY, NY 10025
- Keathley, Allen Special Services and Fine Arts Librarian, Indiana State University Mail: 82 Canterbury Dr., Terre Haute, IN 47805
- Kelliher, Rev. Alexander Librarian, Graymoor Ecumenical Institute Graymoor, Garrison, NY 10524
- \*Kendrick, Alice Director, Center for Documental Resources, Lutheran Council in the USA 360 Park Ave., So., NY, NY 10010
- Kepple, Robert J. Librarian, Westminster Theological Seminary Mail: 837 Twining Rd., Dresher, PA 19025
- \*Kiczek, Steven A. Librarian, St. Mary Seminary 1227 Ansel Rd., Cleveland, OH 44108
- Kincheloe, Mrs. Evah Retired 4335 Stony Hollow Rd., Georgetown, OH 45121
- \*Kircher, Roland E. Librarian, Wesley Theological Seminary 4400 Massachusetts Ave., NW, Washington, DC 20016

- \*Klemt, Calvin C. Librarian, Austin Presbyterian Theological Seminary Mail: 4804 Broken Bow Pass, Austin, TX 78745
- Koch, Rev. R. David Eastern Baptist Theological Seminary Mail: 28 Brownback Rd., Linfield, PA 19468
- Kossey, John A. Consultant/Producer 280 S. Euclid, #123, Pasadena, CA 91101
- Krahn, Allan Luther-Northwestern Seminary Library 2375 Como Ave., St. Paul, MN 55108
- Kuschke, Arthur, Jr. Retired 3263 Aston Rd., Dresher, PA 19025
- \*Lamb, Rev. John Episcopal Divinity School Library 99 Brattle St., Cambridge, MA 02138
- \*Lange, George Library Administrator, North American Baptist Seminary 1605 S. Euclid Ave., Sioux Falls, SD 57105
- \*Lawson, Miss Jane Librarian, Georgetown College Georgetown, KY 40324
- \*Leo, May K. Librarian, Alliance Theological Seminary Nyack, NY 10960
- \*Leonard, Harriet Reference Librarian, Duke Divinity School Mail: 5962 Duke Station, Durham, NC 27706
- \*Lewis, Rosalyn Librarian, United Methodist Publishing House 201 Eighth Ave., S. Library, Rm. 122, Nashville, TN 37202
- Lipa, Jiri George Librarian, Seminary of the Immaculate Conception, Huntington, NY 11743
- Luks, Lewis Head Librarian, Marist College Library 220 Taylor St., NE, Washington, DC 20017
- \*Lyons, Sarah Librarian, Conservative Baptist Theological Seminary PO Box 10,000, University Park Station, Denver, CO 80210
- Mabson, Rev. Robert 3754 Highland Park Place, Memphis, TN 38111
- MacLeod, James M. Drew University Library, Madison, NJ 07940
- Magnuson, Dr. Norris Bethel Theological Seminary 3949 Bethel Dr., St. Paul, MN 55112
- Maney, James Library Director, Oblate School of Theology 285 Oblate Dr., San Antonio, TX 78216
- Maniatis, John Librarian, Unification Theological Seminary Barrytown, NY 12507
- Markham, Mrs. Anne Librarian Emeritus Mid-Continent Baptist Bible College Mail: 101 Wilson Ave., Mayfield, KY 42066

Marnet, Carole Ann 4901 Cedar Ave., Philadelphia,  
PA 19143

\*Martin, W. Terry Technical Services Librarian,  
Southeastern Baptist Theological Seminary  
Mail: RT. 4, Box 197A, Wake Forest, NC 27587

Matthews, Donald Librarian, A. R. Wentz Library,  
Lutheran Theological Seminary Gettysburg, PA  
17325

Mattingly, Rev. John St. Patrick's Seminary Library  
320 Middlefield Rd., Menlo Park, CA 94025

Mayhood, Rev. Gary Catalog Librarian, Drew University  
Mail: 509 W. Plane St., Hackettstown, NJ 07804

\*McGarty, Mrs. Jean R. Librarian, St. John's Seminary  
44011 Five Mile Rd., Plymouth, MI 48170

McGrath, Rev. Laurence W. Librarian, St. John's  
Seminary 127 Lake St., Brighton, MA 02135

\*McLeod, Dr. H. Eugene Librarian, Southeastern  
Baptist Theological Seminary Box 752, Wake  
Forest, NC 27587

\*McSorley, Rev. Aidan Librarian, Conception Seminary  
Library Conception Abbey, Conception, MO 64433

McTaggart, John B. Director of Library Services,  
Methodist Theological School in Ohio PO Box  
1204, Delaware, OH 43015

\*McWhirter, David Director of Library/Archives, Dis-  
ciples of Christ Historical Society 1101  
19th Ave., S., Nashville, TN 37212

Mehl, Rev. Dr. Warren Librarian, Eden Theological  
Seminary Mail: 422 Pasadena Ave., Webster  
Groves, MO 63119

\*Meredith, Don L. Associate Librarian, Harding  
Graduate School of Religion 1000 Cherry  
Rd., Memphis, TN 38117

Metzenbacher, Rev. Gary Reference and Circu-  
lation Librarian, Western Evangelical Seminary  
4200 SE Jennings Ave., Portland, OR 97222

Miech, Rev. Lawrence Library Administrator, St.  
Francis Seminary 3257 S. Lake Dr., Milwaukee, WI  
53207

Miller, Elsa Acquisitions and Circulation Librar-  
ian, Southern Baptist Theological Seminary 2825  
Lexington Rd., Lexington, KY 40280

\*Miller, William C. Librarian, Nazarene Theological  
Seminary 1700 E. Meyer Blvd., Kansas City, MO  
64131

Mindeman, George Catalog Librarian, Reformed Theological Seminary, 5422 Clinton Blvd., Jackson, MS 39209

\*Intel, Rev. Richard Assistant Librarian, Trinity Lutheran Theological Seminary Mail: 1427 Walshire Dr., N., Columbus OH 43227

Mirly, Joann Assistant Director of Library Services, Concordia Seminary 801 DeMun Ave., St. Louis, MO 63105

\*Mobley, Sara Assistant Librarian/Public Services, Pitts Theology Library, Emory University Atlanta, GA 30322

\*Morris, Dr. Raymond Retired 159 Westwood Rd., New Haven, CT 06515

\*Muether, John R. Catalog Librarian, Western Theological Seminary Mail: 447 1/2 Central Ave., Holland, MI 49423

Mukunger, Frederick N. College Librarian, Bishop Tucker Theological College Jinja Rd., P.O. Box 4, Mukono, Uganda, East Africa

\*Mullen, Miss Grace Archivist, Westminster Theological Seminary Chestnut Hill, Philadelphia, PA 19118

Mullin, Mrs. Viola Day Order Librarian, Yale Divinity School Mail: 52 Hillside Place, New Haven, CT 06511

Neth, John Retired, Box 33, Milligan College, TN 37682

Newhall, Margaret Retired Rt. 1, Mississippi Ave., Sewanee, TN 37375

\*O'Brien, Mrs. Betty Librarian, St. Leonard College Mail: 7818 Lockport Blvd., Dayton, OH 45459

\*O'Brien, Elmer Librarian, United Theological Seminary 1810 Harvard Blvd., Dayton, OH 45406

\*Olsen, Robert, Jr. Librarian, Brite Divinity School, Texas Christian University Fort Worth, TX 76129

\*Olson, Ray A. Reference Librarian, Lutheran-Northwestern Theological Seminary Mail: 2724 N. Griggs St., St. Paul, MN 55113

\*O'Malley, Rev. Dr. Kenneth Catholic Theological Union Library 5401 S. Cornell St., Chicago, IL 60615

\*O'Neal, Rev. Ellis, Jr. Librarian, Andover Newton Theological School Mail: 97 Herrick Circle, Newton Centre, MA 02159

Oostenink, Rev. Dick, Jr. Librarian, US Army  
Chaplain School Mail: 401 19th Ave., Paterson,  
NYJ 07504

Osborn, Walter Reference Librarian, Moody Bible  
Institute 820 N. LaSalle St., Chicago, IL 60610

Osburn, Edwin Retired Rt. 2, Box 304, Guntersville,  
AL 35976

Overbeck, Dr. James Library Director, Columbia Theo-  
logical Seminary 701 Columbia Dr., Decatur, GA  
30031

Pachella, Richard 310 Euclid Ave., Hackensack, NJ  
07601

\*Pakala, James Librarian, Biblical Theological  
Seminary 200 N. Main St., Hatfield, PA 19440

\*Parks, Miss Dorothy Librarian, Divinity Library,  
Vanderbilt University 419-21 St. Avenue, South,  
Nashville, TN 37203

\*Pater, Rev. Thomas Theology Cataloger, Catholic  
University Library Mail: Curley Hall, Catholic  
University, Washington, DC 20064 \*Paterson, Mrs.  
Gail A. Librarian, Drew University Divinity  
Library Mail: 40 Main St., Madison, NJ 07940

Patterson, Sarah M. Library Director, Tennessee  
Temple Theological Seminary 1815 Union Ave.,  
Chattanooga, TN 37404

\*Payson, Evelyn Assistant Librarian, Nashotah  
House Nashotah, WI 53058

Pentek, Stephen P. Senior Program Coordinator, Boston  
University School of Theology Library Mail: 109  
Bolinus Ave., San Anselmo, CA 949 60

Perry, Steven 5600 Thornhill Dr., Austin, TX 78744

\*Petersen, Paul D. Assistant Editor, ATLA Religion  
Indexes 5600 S. Woodlawn, Chicago, IL 60637

\*Peterson, Michael D. Branch Librarian/GTU, San Fran-  
cisco Theological Seminary Mail: 109 Bolinas  
Ave., San Anselmo, CA 94960

\*Peterson, Dr. Stephen L. Librarian, Yale Divinity  
School 409 Prospect St., New Haven, CT 06510

Petroff, Loumona Cataloger, School of Theology, Bos-  
ton University 745 Commonwealth Ave., Boston, MA  
02215

Pflueger, Kenneth Librarian, California Lutheran  
College 60 Olsen Rd., Thousand Oaks, CA 91360

Philbeck, Mrs. Jo Sloan Reference Librarian, South-  
eastern Baptist Seminary PO Box 752, Wake  
Forest, NC 27587

Phillips, Robert L. A. Webb Roberts Library  
Southwestern Baptist Theological Seminary Box  
22, 000-ZE, Ft. Worth, TX 76122

Pierson, Roscoe Librarian, Lexington Theological  
Seminary 631 S. Limestone, Lexington, KY 40508

\*Pollard, Russell Head of Technical Services,  
Andover-Harvard Theological Library, Harvard  
Divinity School 45 Francis Ave., Cambridge, MA  
02138

Powell, James Research Librarian, Mid-America Bap-  
tist Theological Seminary PO Box 3624, Memphis  
TN 38103

Prince, Rev. Harold Professor of Bibliography,  
Columbia Theological Seminary 710 Columbia Dr.,  
Decatur, GA 30031

\*Quinn, Linda Sue Assistant Cataloger, Union Theo-  
logical Seminary in Virginia 3401 Brook Rd.,  
Richmond, VA 23227

Rauch, Sister Sylvia Librarian, Holy Name College  
14th and Shepard Sts., NE, Washington, DC 20017

\*Randall, Laura H. 5555 Amebury Dr., #1314, Dallas,  
TX 75206

\*Reagor, Miss Melinda Ann Catalog Librarian, Duke  
University Divinity Library Mail: 608 1/2 Watts  
St., Durham, NC 27701

\*Reith, Dr. Louis Curator of Rare Books, Friedsam  
Library, St. Bonaventure University, St. Bon-  
aventure, NY 14770

Richards, Mrs. Alma Retired 12206 Lakeforest Dr.,  
Sun City, AZ 85351

Robinson, Nancy Catalog Librarian, Southern Baptist  
Theological Seminary 2825 Lexington Rd., Louis-  
ville, KY 40280

\*Robinson, Vera Catalog Librarian, Schools of  
Theology in Dubuque Library 2050 University  
Ave., Dubuque, IA 52001

\*Roten, Dr. Paul Librarian, Associated Mennonite  
Biblical Seminaries 3003 Benham Ave., Elkhart,  
IN 46517

Rowe, Dr. Kenneth Methodist Research Librarian,  
Drew University Library Madison, NJ 07940

\*Rowland, Anne Cataloger, Lancaster Theological  
Seminary 555W. James St., Lancaster, PA 17603

\*Ruf, Walter Assistant Librarian, Unification Theo-  
logical Seminary 10 Dock Rd., Barrytown, NY  
12507

Runnis, Ms. Alice Technical Services Librarian, Iliff School of Theology Mail: 965 Humboldt St., #205, Denver, CO 80218

Runyon, Cynthia Cataloger, Pitts Theological Library, Emory University Mail: 780 Houston Mill Rd., Atlanta, GA 30329

Russell, Miss Barbara J. Catalog Librarian, Southwestern Baptist Theological Seminary Mail: 3804 Meadow Rd., Apt. 1008, Ft. Worth, TX 76109

Rzeczkowski, Rev. Eugene Assistant Librarian, Dominican College 487 Michigan Ave., NE, Washington, DC 20017

Salgat, Dr. Anne-Marie Librarian, Lancaster Theological Seminary Mail: 541 College Ave., Apt. N-205, Lancaster, Pa 17603

Sanchez, Hector Ruben Seminario Evangeico De Puerto Rico Ave. Ponce de Leon 776, Hato Bay, Puerto Rico 00918

Sanderlin, Sylvia Librarian, Trinity Episcopal School for Ministry 311 Eleventh St., Ambridge, PA 15003

\*Sayre, John Librarian, Graduate Seminary, Phillips University Box 2218, University Station, Enid, OK 73701

\*Sandorff, Mrs. Esther Director of Learning Services, Point Loma College 3900 Lomaland Dr., San Diego, CA 92106

Scherer, Dr. Henry Retired Goldbeck Towers, Apt. #109, Hastings, NB 68901

Schmitt, Calvin Retired 1464 E. 55th St., Chicago, IL 60615

\*Schultz, Rev. Erich University Librarian, Wilfrid Laurier University Waterloo, Ont., Canada N2L 3C5

\*Schultz, Dr. Oscar C., Jr. Librarian, Winebrenner Theological Seminary Mail: 326 Elizabeth St., Findlay, OH 45840

Schultz, Susan Retired 308 Maxey, Wilmore, KY 40390

Schuppert, Mildred Retired 79 W. 13th St., Holland, MI 49423

Schwabe, Jean Marie Cataloger, Nazarene Theological Seminary Mail: 1714 East 78th St., Kansas City, MO 64131

Scoggins, Mrs. Lillian Cataloger, Lutheran Theological Seminary Mail: 136 Gorgas Lane, Philadelphia, PA 19119

Scollard, Rev. Robert Retired 50 St. Joseph St.,  
Toronto, Ont., Canada M5S 1J4

Scott, Mrs. Diane Librarian Northwest Baptist Theological College and Seminary 3358 SE Marine Dr.,  
Vancouver, B.C., Canada V5S 3W3

Scott, Rev. James F. Librarian, Multnomah School of the Bible 8435 NE Glison St., Portland, OR 97220

Scott, Mrs. Mary Head Cataloger and Archivist, Pittsburgh Theological Seminary Mail: 327 Hillcrest Ave., Pittsburgh, PA 15237

Scrimgeour, Andrew D. Director, Iliff School of Theology Mail: 1100 St. Paul St., Denver, CO 80206

Seery, John A. Public Services Librarian, Asbury Theological Seminary, Wilmore, KY 40390

Shaffer, Kenneth, Jr. Acquisitions Librarian, Library of Bethany/Northern Baptist Seminaries, Oak Brook, IL 60521

Shaw, Dr. Henry Retired Rt. 2, Box 1710, Port Charlotte, FL 33953

Schuster, Robert D. Director, Archives of the Billy Graham Center, Wheaton College Wheaton, Il 60187

Shute, Rev. Daniel Presbyterian College 3495 University, Montreal, Quebec, Canada H3A 2A8

Sivigny, Rev. Robert Head Librarian, Melodyland School of Theology Mail: PO Box 8686, Anaheim, CA 92802

\*Slager, Mrs. Collen B. Assistant to the Librarian, Western Theological Seminary, Cook Theological Center, Holland, MI 49423

Smartt, Hinkley Retired 221 N. Auburndale, Memphis, TN 38104

Smith, Mr. L. L. Librarian, College of the Bible 7 Elm Rd., Glen Iris, Victoria, 3146 Australia

\*Smith, Newland, III Seabury-Western Library 2122 Sheridan Rd., Evanston, IL 60201

Soler, Ms. Eleanor Acting Librarian, New York Theological Seminary 5 West 29th St., NY, NY 10001

Sonne, Niels Retired 3470 Norwich Lane, Rossmoor, Jamesburg, NJ 08831

Spaeth, Paul 316 Union Rd., West Seneca, NY 14224

\*Sparks, Dr. William Librarian, St. Paul School of Theology, Methodist 5123 Truman Rd., Kansas City, MO 64127

\*Spoor, Richard Director of the Library, Union Theological Seminary Mail: 116 Pinehurst Ave., Apt. F-10, NY, NY 10033



Steiner, Samuel Librarian, Conrad Grebel College  
Westmount Road North, Waterloo, Ont., Canada N2L  
3G6

Stitzinger, James Librarian, Calvary Baptist School  
of Theology Valley Forge Rd., Lansdale, PA 19446

Stockdale, Mrs. Kay L. Librarian, The Historical  
Foundation of the Presbyterian/Reformed Churches  
Box 847, Montreat, NC 28757

Stokes, Thomas, Jr. Librarian, Emmanuel School of  
Religion Rt 6, Johnson City, TN 37601

Strothotte, Dr. Guenter Development Librarian, Regent  
College 2130 Wesbrook Mall, Vancouver, B.C.,  
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Princeton, NJ 08540

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14, New Haven, Ct 06515

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State University Mail: 1405 N. Duane Rd., Muncie,  
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wealth Ave., Boston, MA 02215

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cal Seminary 3410 Brook Rd., Richmond, VA 23227

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brary, Gordon-Conwell Theological Seminary S.  
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Vandergrift, Rev. J. Raymond Dominican College  
Library 487 Michigan Ave., NE, Washington, DC  
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\*VandenBerge, Peter Director of Library Services,  
Colgate-Rochester/Bexley Hall/Crozer 1100 S.  
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Walker, John Mack, III Technical Services Librarian,  
The Historical Foundation of the Presbyter-  
ian/Reformed Churches Box 847, Montreat, NC  
28757

\*Walsh, Daniel K. Director, Boston Theological Insti-  
tute Library Development Office 45 Francis Ave.,  
Cambridge, MA 02138

Warnick, Mrs. John Retired 5528 Miller Ave., Dallas,  
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Warren, Mrs. Brenda G. Librarian, Criswell Center for  
Biblical Studies Mail: 7816 Hanover, Dallas, TX  
75225

\*Wartluft, Rev. David Director of Library, Lutheran  
Theological Seminary 7301 Germantown Ave., Phil-  
adelphia, PA 19119

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White, Cecil Librarian, Golden Gate Baptist Theological Seminary Mail: 679 Bamboo Terrace, San Rafael, CA 94903

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Wilson, Virginia Coordinator of Serials Projects, Boston Theological Institute Mail: 17 Forest St., #2 Cambridge, MA 02140

Wittig, Glenn 721 Ellendale Dr., Kalamazoo, MI 49007

Woodward, Wayne Director of Library Service,  
Wesley Biblical Seminary PO Box 9938, Jackson,  
MS 39206

\*Wundelich, Clifford P.O. Box 8916, Boston, MA 02114

\*Yoon, Mrs. Hyang Sook (Susan) Cataloger, Catholic  
Theological Union at Chicago 5410 S. Cornell  
St., Chicago, IL 60615

Yount, Diana Special Collections Librarian, Andover  
Newton Theological School Mail: 9 Pearl St.,  
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Zimpfer, William Librarian, Boston University School  
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02215

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Zweck, Pastor Trevor Luther Seminary 104 Jeffcott  
St., North Adelaide, South Australia 5006

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- Atkinson, Rev. Ernest Librarian, Mexican Bible Institute 8019 Panam S., San Antonio, TX 78224
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- Booz, Cindy Brenize 4099 Shorecrest Dr., Orlando, FL 32804
- Brown, Stephen Associate Director, Cedarville College Library Box 601, Cedarville, OH 45314
- Caldwell, Gregory 1336 Vandenberg Circle East, Sergeant Bluff, IA 51054
- Chambers, Elizabeth Apt. 507, 807 W. Taylor Rd., DeKalb, IL 60115
- Cheatham, Rev. Gary Library Consultant, Central Research Library, Oak Ridge National Laboratory Mail: 3629 Warner Dr., #218, Knoxville, TN 37912
- \*Clark, Forrest Director of Learning Resource Center, North Country Community College, 20 Winona Ave., Saranac Lake, NY 12983
- Collins, Rev. Oral Associate Librarian, Berkshire Christian College 164 Stockbridge Rd., Lenox, MA 02140
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- Diehl, Katharine 812 Baker Ave., Sequin, TX 78155
- Dorn, Dr. Knut Otto Harrassowitz Taunusstrasse 5, Postfach 2929, D-6200 Wiesbaden, W. Germany
- Drost, Jerome Assistant Librarian, SUNY at Buffalo Mail: 40 Park Dr., Williamsville, NY 14221
- Dupont, Elizabeth Director of Library, Mercer School of Theology 65 Fourth St., Garden City, NY 11530

Eisenhart, Ruth Retired 2500 Wisconsin Ave., NW,  
Washington, DC 20007

Ellis, Pierce S., Jr. 5204 Regent Dr., Nashville,  
TN 37220

Eury, Jessie Librarian Emerita, Lincoln Christian  
College Box 178, Lincoln, IL 62656

\*Evans, Rev. Clifford 829 Thorndale Dr., Ottawa,  
Ont., Canada K1V 6Y1

\*Evans, Lana Librarian, Jersey City State College  
Mail: 34 E. 17th St., Bayonne, NJ 07002

Evans, Paul The Anglican Bibliopole, Church St., RD3,  
Box 116, Saratoga Springs, NY 12866

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cago, IL 60657

Fieg, Eugene, Jr. Order Head, University of Illi-  
nois, Chicago Circle Mail: 5557 S. Kimbark Ave.,  
1, Chicago, IL 60637

Filion, Dr. Paul-Emile Centre Vimont 3200 Chemin  
Ste-Catherine, Montreal, Quebec, Canada H3T 1C1

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of Mediaeval Studies 113 St. Joseph St., Tor-  
onto, Ont., Canada M5S 1K5

Jr. Head Librarian, Central Bible College Mail:  
3064 N. Barnes, Springfield, MO 65803

\*Gage, Laurie Edward Proprietor, Laurie Gage Books  
100 The Broadway, Leigh-on-Sea, Essex, England  
SS9 1AB

\*Gillette, Gerald Research Historian, Presbyterian  
Historical Society, 425 Lombard St., Philadel-  
phia, PA 19147

Gorman, Rev. Gary Assistant Librarian, Institute  
of Development Studies, University of Sussex  
Falmer, Brighton, United Kingdom BN1 9RE

Grenga, Kathy Ann 3064 N. Barnes, Springfield, MO  
65803

Hanscom, Martha J. Mail: 100 S. 30th St. #24 Laramie,  
WY 82070

Henderson, Mrs. Kathryn Luther Assistant Pro-  
fessor, University of Illinois, Graduate  
School of Library Science Mail: 1107 E. Silver  
St., Urbana, IL 61801

Henderson, William Binding Librarian, Assistant  
Professor, University of Illinois Mail: 1107  
E. Silver St., Urbana, IL 61801

Hight, Beatrice A. 4009 Wellesley Dr., N.E., Albu-  
querque, NM 87107

Howard, John Librarian, New College Library Mound  
Place, Edinburgh 1, Scotland

Howard, Rachel Librarian, Emmanuel College Mail: Box  
127, Franklin Springs, GA 30639

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St. Andrew's College Newton, New South Wales,  
Australia 2042

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West Germany

Jones, Charles 12300 Springwood Dr., Oklahoma City,  
OK 73120

Jorve, Ronald 4000 Cline St., Amarillo, TX 79110

Kieffer, Jay Apt. 12-L, 430 S. Burnside Ave.,  
Los Angeles CA 90036

Kirley, Michael 505 S. LaFayette Park Place, Apt.  
508, Los Angeles, CA 90057

\*Kissinger, Warren Subject Cataloger, Library of  
Congress Mail: 6309 Queens Chapel Rd., Hyatts-  
ville, MD 20782

Kulp, William Senior Library Clerk, Finger Lakes  
Library System Mail: 709 Triphammer Rd., Ithaca,  
NY 14850

Lagunzad, Mrs. Linda Librarian, St. Andrew's Theo-  
logical Seminary PO Box 3167, Manila, Philip-  
pines 2800

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Rd., Hsin Tien, Taipei Hsein, Taiwan, ROC 231

Leach, Mrs. R. Virginia 85 Outlook Rd., Wakefield,  
MA 01880

Lehman, John Sales Representative, Wm. B. Eerdmans  
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94519

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1046, Monrovia, Liberia, West Africa

Lewis, Annie May Alston Librarian, Harding Graduate  
School of Religion 1000 Cherry Rd., Memphis,  
TN 38117

Maddox, Jane Representative, Otto Harrassiwitz PO  
Box 340, Classville, MO 65625

McClain, Rev., David Baptist Bible College 538 Venard  
Rd., Clarks Summit, PA 18411

Martin, Peter 2121 H. St., NW, Apt. 401, Washington,  
DC 20037

Maxson, Wayne 903 W. Duncannon Ave., Philadelphia,  
PA 19141

Misieki, Marte Assistant Librarian, University of  
 Toronto, Faculty of Library Science, 140 St.  
 George St., Toronto, Ont., Canada M5S 1A1

Moryl, John 218 York St., Jersey City, NJ 07302

Nairn, Charles Director of Library, Lake Superior  
 State College Mail: 903 Prospect, Sault Ste.  
 Marie, MI 49783

Parker, Mrs. Harold, Jr. 500 E. Virginia, Gunnison,  
 CO 81230

Parks, Dr. Ralph, Jr. 19450 Lucerne Dr., Detroit MI  
 48203

Platt, Rev. Glenn 221 Herada St., St. Augustine,  
 FL 32084

Platt, Rev. Dr. Warren Librarian, New York Public  
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 NY 10011

Pollock, James Librarian for Near East Studies,  
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Roberts, William 44 Summer St., Lancaster, NH 03584

Robinson, Kim Librarian, Moore Theological College 7  
 King St., Newtown, New South Wales, Australia  
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\*Rouze, Christine 1505 Spring Valley Dr., Racine, WI  
 53405

Schlegel, Rev. Aloysius Jnana Deepa, Poona 144014,  
 India

Schroeder, Donna 3303 Linden, #721, Rocky River, OH  
 44116

Simmons, Rev. James 428 West Main St., Hudson, MI  
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Smith, Miss Elizabeth Cataloger, Southeastern Baptist  
 Seminary, Box 2180, Wake Forest, NC 27587

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\*Vandon, Mrs. Gwendolyn Circulation/Serials Li-  
 brarian, Bethany/Northern Baptist Seminaries  
 Mail: 1S, 545 Fairview Ave., Lombard, IL 60148



\*VanOosten, Roger 904 Zeeland NE, Grand Rapids, MI  
49503

VanPuffelen, Rev. John Librarian, Appalachian Bible  
College Bradley, WV 25818

Withycombe, Dr. R.S.M. Warden, St. Mark's College  
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 Mt. St. Mary Seminary of the West, 6616 Beechmont Ave., Cincinnati, OH 45230. (513) 731-2630  
 Nashotah House Nashotah, WI 53058. (414) 646-3371  
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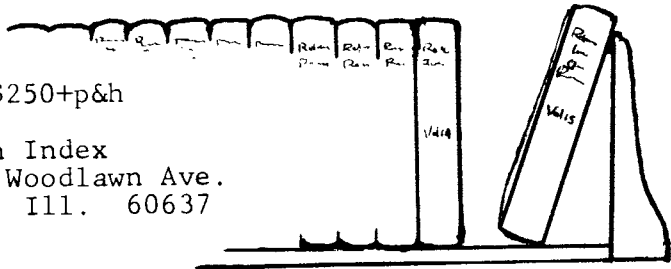
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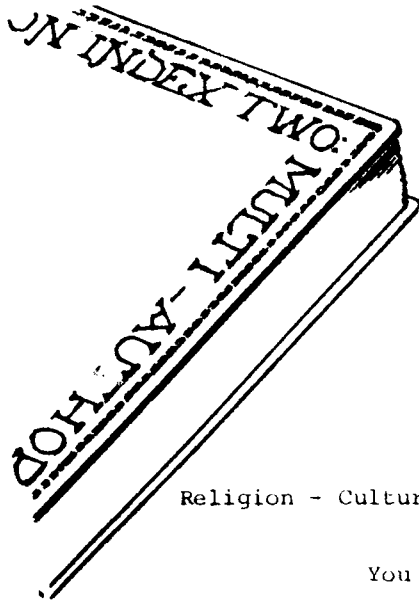
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