

# SUMMARY OF PROCEEDINGS

*Twenty-seventh Annual Conference*

## AMERICAN THEOLOGICAL LIBRARY ASSOCIATION

MORAVIAN THEOLOGICAL SEMINARY  
BETHLEHEM, PENNSYLVANIA

JUNE 18-22, 1973

With INDEX to vols. 1-25, 1947-1972

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## PREFACE

The 1973 Conference was innovative and action-packed. It marked the first time a presentation was made by video tape and the first time questions and answers were exchanged by amplified telephone hookup. A new phase of ATLA's existence was inaugurated by a favorable vote for incorporation, and the official filing of the necessary papers to accomplish this was effected during conference week. During that same June week the Board of Directors accepted the offer and the accompanying conditions so that ATLA became a constituent member of the Council for the Study of Religion. And by the wonders of hard-working, dedicated and competent audio-visual personnel, a review of the week's activity was presented in sight and sound as the culminating event of the banquet.

The structure of the conference also demanded an innovative degree of involvement by the membership in the presentation of ideas. In fact, position papers were so profuse that some injustice was done to a few members by a too severe condensation of their presentations. This was done to avoid bankruptcy due to an overly large printing bill. For persons who request it, the Executive Secretary will provide a copy of the position paper submitted for publication. Indications are noted in the body of the text for the more severely condensed articles.

By virtue of simultaneous sessions and compelling personal reasons which demanded a partial absence from the conference, your editor has not been able to present materials from the depth of personal acquaintance that he prefers. Yet, the materials which follow speak for themselves.

Your editor is also grateful for the efforts of Channing Jeschke who prepared the enclosed twenty-five year index to the Proceedings.

This tome should provide many opportunities for reflection and dreaming toward the future as you nibble at it by the fire-side or at your desk.

Finally, let me thank my wife Joy for the painstaking effort needed to prepare these pages for the unwavering and unforgiving eye of the printer's camera. With the knowledge that these pages are avidly read by most of the association's membership, it was again a labor of love to place these Proceedings in your hands.

Serious discussion toward the establishment of a journal within ATLA might mean a change in the Proceedings publication format after twenty-seven years. But that must await further decision-making.

David J. Wartluft  
Executive Secretary

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ATLA BOARD OF DIRECTORS FOR 1973-1974Officers

- President - John David Batsel  
Garrett Theological Seminary, 2121 Sheridan Road,  
Evanston, Illinois 60201
- Vice-President - Oscar A. Burdick  
Pacific School of Religion, 1798 Scenic Avenue,  
Berkeley, California 94709
- Executive Secretary - David J. Wartluft  
Lutheran Theological Seminary, 7301 Germantown Avenue,  
Philadelphia, Pennsylvania 19119
- Recording Secretary - Delena Goodman  
School of Theology Library, Anderson College,  
Anderson, Indiana 46011
- Treasurer - Warren R. Mehl  
Eden Theological Seminary, 475 East Lockwood Avenue,  
Webster Groves, Missouri 63119
- Editor of the Newsletter - Donn Michael Farris  
Divinity School Library, Duke University,  
Durham, North Carolina 27706

Members-at-Large

- 1972-74 - Ronald E. Diener, Boston Theological Institute,  
45 Francis Avenue, Cambridge, Massachusetts 02138
- John Boone Trotti, Union Theological Seminary,  
3401 Brook Road, Richmond, Virginia 23227
- 1972-75 - Wilson N. Flemister, Interdenominational Theological  
Center, 671 Beckwith Street S.W., Atlanta, Georgia 30314
- Lucille Hager, Concordia Seminary, 801 De Mun Avenue,  
St. Louis, Missouri 63105
- 1973-76 - Simeon Daly, St. Meinrad School of Theology,  
St. Meinrad, Indiana 47577
- Elmer O'Brien, United Theological Seminary,  
1810 Harvard Boulevard, Dayton, Ohio 45406

Past President

- Peter N. VandenBerge, Colgate Rochester/Bexley Hall/Crozer,  
1100 South Goodman Street, Rochester, New York 14620

AATS Representative

- Marvin J. Taylor, American Association of Theological Schools,  
534 Third National Building, Dayton, Ohio 45402



BOARDS, COMMITTEES AND OTHER REPRESENTATIVES FOR 1973-74

(For addresses of committee chairmen see pages 147ff.)

ARCHIVIST: Gerald Gillette (1976)

BUREAU OF PERSONNEL AND PLACEMENT: Robert M. Matthews, Jr.(1976)

CATALOGING AND CLASSIFICATION: Margaret Whitelock, Chairman (1974);  
Elizabeth Anne Smith (1975); Thomas C. Rick (1976)

LIBRARY CONSULTATION PROGRAM: Keith Wills, Director (1974);  
Cecil R. White, Associate Director (1974)

MEMBERSHIP: Robert A. Olsen, Jr., Chairman (1975); Leta Hockett  
1974); Robert M. Matthews, Jr. (1976)

BOARD OF MICROTEXT: Charles Willard, Chairman (1976); Norman  
Wente (1974); Maria Grossmann(1975); Wilson Flemister  
(1976); Conrad Wright (AATS appointee); Raymond P.  
Morris, Executive Secretary

NEWSLETTER: Donn Michael Farris, Editor (1978)

NOMINATING: Ronald F. Deering, Chairman (1974); Frederick  
Chenery (1975); Alva Caldwell (1976)

PERIODICAL EXCHANGE: Paul Debusman, Chairman (1975); Joyce  
Ringering (1974); Lawrence H. Hill (1976)

BOARD OF PERIODICAL INDEXING: Calvin Schmitt, Chairman (1976);  
Grant Bracewell (1974); Helen B. Uhrich (1975); Edgar  
Krentz (AATS-1974); Richard Linebach (1975)

PUBLICATION: Paul Hamm, Chairman (1974); Channing Jeschke  
(1975); Kenneth Rowe (1976)

READER SERVICES: Les Galbraith, Chairman (1974); Martha Aycock  
(1975); Donald W. Dayton (1976)

STANDARDS OF ACCREDITATION: Earle Hilgert, Chairman (1976);  
Genevieve Kelly (1974); Stephen L. Peterson (1975)

STATISTICIAN: David E. Green (1976)

SYSTEMS AND STANDARDS: Doralyn Hickey, Chairman (1974); Robert  
Maloy (1975); Kenneth G. O'Malley (1976)

REPRESENTATIVE TO CNLA: Arthur E. Jones, Jr., (1976); Niels  
Sonne (1975)

REPRESENTATIVE TO USBE: Donald Matthews (1975)



REPRESENTATIVES TO THE COUNCIL ON THE STUDY OF RELIGION (CSR):

John David Batsel, President (1974); Oscar A. Burdick,  
Vice-President (1974); David J. Wartluft, Executive  
Secretary (ex officio)

PROGRAM 27th ANNUAL CONFERENCE  
Bethlehem, Pennsylvania

Monday, June 18

Registration

2:00-5:00 p.m.

Executive Committee Meeting (Open to Members)

6:00 p.m. Dinner

7:00-8:30 p.m.

Conference Briefing for Committee Chairpersons and Officers  
Executive Committee Meeting

8:30-10:00 p.m. Reception

10:00 p.m.

COMPLINE - Dr. John B. Trotti, Librarian, Union Theological Seminary,  
Richmond, Virginia

Tuesday, June 19

7:30-8:30 a.m. Breakfast

8:45 a.m.

CONFERENCE SESSION I

Mr. Peter N. VandenBerge, President ATLA, Librarian,  
Colgate-Rochester/Bexley Hall/Crozer Divinity School,  
presiding

WELCOME - Dr. Herman E. Collier, President, Moravian College  
and Seminary

KEYNOTE PANEL - Alternative Futures for Theological Education

"The Future of Education" (video tape), Mr.  
Robert Theobald, consultant and editor of  
Futures Conditional

"Future of Teaching Theology--Media", Dr. Paul  
Hessert, Professor of Systematic Theology,  
Garrett Theological Seminary

"Case Study Method in Teaching Theology",  
Dr. Keith Bridston, Director, Case Study  
Institute, Cambridge, Massachusetts

"The Shape of Theological Education in the  
Seventies", Dr. David S. Schuller, Associate  
Director, American Association of Theological  
Schools

- Appointment of Tellers' and Resolutions'  
Committees

10:30 a.m. Coffee Break

11:00 a.m.

FORMATION OF CONFERENCE WORK GROUPS, SESSION I

- Group I. Personal and Professional Interests - Elmer J. O'Brien, convener
- Group II. Material Resources and Publications - Alva R. Caldwell, convener
- Group III. Technical and Library Service - Dr. Doralyn J. Hickey, convener
- Group IV. Library Development and Liaison - Dr. Maria Grossmann, convener

12:30 p.m. Lunch

2:00 p.m.

DISCUSSION OF KEYNOTE PANEL - Mr. Ronald Diener, Boston  
Theological Union, moderator

3:30 p.m. Coffee Break

4:00 p.m.

Tour of Bethlehem Moravian Community

6:30 p.m. Dinner

7:30 p.m.

VESPERS - The Rev. Joel W. Lundeen, Director of the Library,  
Lutheran School of Theology at Chicago

8:00 p.m.

BUSINESS SESSION I

Dr. Genevieve Kelly, Past President ATLA;  
Librarian, American Baptist Seminary of the West, presiding

PRESIDENTIAL ADDRESS - Putting It All Together, Peter N.  
VandenBerge

ARTICLES OF INCORPORATION and BY-LAWS - President Peter N.  
VandenBerge, presiding  
- Second reading and final vote

Wednesday, June 20

7:30 a.m.-8:30 a.m. Breakfast

8:45 a.m.

CHAPEL - Mr. Robert M. Matthews, Jr., Head Librarian, St. Mary's  
Seminary and University, Baltimore, Maryland

9:15 a.m.  
CONFERENCE WORK GROUPS, SESSION II

10:30 a.m. Coffee Break

11:00 a.m.  
BUSINESS SESSION II  
Peter VandenBerge, presiding

REPORTS - Treasurer's

Committees of ATLA

12:30 p.m. Lunch

2:00 p.m.  
CONFERENCE WORK GROUPS, SESSION III

3:00 p.m. Coffee Break

3:30 p.m.  
DENOMINATIONAL MEETINGS

6:00 p.m. Dinner

7:45 p.m.  
LOVE FEAST - Central Moravian Church, Bethlehem, Pennsylvania

Thursday, June 21

7:30-8:30 a.m. Breakfast

9:00 a.m.  
OPEN COMMITTEE MEETINGS AND HEARINGS ON PROPOSALS ARISING OUT OF  
WORK GROUPS

10:00 a.m. Coffee Break

10:30 a.m.  
BUSINESS SESSION III  
Peter N. VandenBerge, presiding

BUDGET FOR 1973-74

REPORTS - Committee reports continued

OLD BUSINESS

ANNOUNCEMENT OF APPOINTMENTS

12:00 noon  
CHAPEL - Dr. Ronald F. Deering, Librarian, Southern Baptist  
Theological Seminary, Louisville, Kentucky

2:00 p.m.  
 PROJECTIONS FOR THE FUTURE BY GROUP LEADERS AND COMMITTEE CHAIR-  
 PERSONS

3:30 p.m. Coffee Break

4:00 p.m. Free Time

6:00 p.m. Reception

6:30 p.m.

BANQUET

John David Batsel, presiding

Invocation, Dinner, Presentations

RESPONSE - Dr. Herman E. Collier

RECOGNITION OF RETIREES - Dr. Burton Goddard, by Robert Dvorak

- Miss Nelle Davidson, by H. Eugene McLeod

- Mrs. T.O. Beasley, by Brooks B. Little

- Dr. Henry H. Scherer, by Arthur W. Kuschke

REPORT OF THE RESOLUTIONS COMMITTEE - Dr. William Sparks, Chairman

ADDRESS - History and Future, Dr. Samuel Laeuchli, Professor  
 of Patristics, Temple University, Philadelphia,  
 Pennsylvania

THE WEEK IN CONVENTION - Multi-media review, Ken Dodd, Ken  
 Harmaning, Terry Barnum

Friday, June 22

7:30 a.m. Breakfast

9:00 a.m.

New Executive Committee Meeting

## MINUTES OF THE BUSINESS SESSIONS

## TWENTY-SEVENTH ANNUAL CONFERENCE

Moravian Theological Seminary, Bethlehem, Pennsylvania  
June 19-21, 1973

Tuesday, June 19, 1973, 8:45 a.m. Session

Following the keynote panel, President VandenBerge announced the appointment of the following committees:

Tellers - Norman Kansfield, Chairman  
Mary K. Spore  
Kyungsook Kim

Resolutions - William Sparks, Chairman  
John W. Neth  
Sister Theodore Mary Van Elm

Tuesday, June 19, 1973, 8:00 p.m. Session  
Dr. Genevieve Kelly, Past President, Presiding

The Presidential Address, "Putting it all Together" was presented by President Peter N. VandenBerge.

After this address, President VandenBerge assumed the chair for the second reading of the proposed Certificate of Incorporation and By-Laws. It was moved and seconded that the document be accepted. The official vote was taken, with 84 full members and 60 institutional representatives voting affirmatively. There were no dissenting votes. President VandenBerge indicated that the association was now incorporated, and that the appropriate papers would be filed in the State of Delaware in the next week or two.

The meeting was adjourned at 9:15 p.m.

Wednesday, June 20, 1973, 11:00 a.m. Session  
President Peter N. VandenBerge, Presiding

The Treasurer's report was presented and received.

Preliminary discussion on the budget was held.

Grant Bracewell presented the report of the AATS-ATLA Library Task Force. The Board of Directors was given responsibility for the further implementation and negotiation of the report.

Norman Kansfield reported the following elections as tallied by the Tellers' Committee:

Vice-President - Oscar Burdick  
 Board of Directors, Group 1 - Simeon Daly  
 Board of Directors, Group 2 - Elmer O'Brien

The following resolution concerning copyright legislation was moved by Charles Willard, seconded and carried.

Whereas, it appears that certain vital forms of present interlibrary cooperation are not sufficiently confirmed in copyright legislation now pending; and

Whereas, library services should not be restricted or eliminated on account of uncertainty as to the legality of aspects of this service;

Therefore be it resolved that the ATLA, at its 1973 Conference at Bethlehem, Pennsylvania, and in concert with the Association of Research Librarians and the American Library Association, urges that S.1361, "A bill for the general revision of the Copyright Law, Title 17 of the United States Code, and for other purposes," be amended by substituting for paragraph 108d and paragraph 108d.1. (p.9, lines 27-36) the following paragraphs, with renumbering where necessary:

(d) The rights of reproduction and distribution under this section entitle any library or archives whose collections are available to the public or to researchers in any specialized field to duplicate, by any process including photocopying and sound recording, any work in its collections other than a motion picture, and to supply a single copy or phonorecord upon request, but only under the following conditions:

(1) The library or archives shall be entitled, without further investigation, to supply a copy of no more than one article or other contribution of a copyrighted collection or periodical issue, or to supply a copy or phonorecord of a similarly small part of any other copyrighted work.

(2) The library or archives shall be entitled to supply a copy or phonorecord of an entire work, or of more than a relatively small part of it, if the library or archives has first determined, on the basis of a reasonable investigation that a copy or phonorecord of the copyrighted work cannot readily be obtained from trade sources.

(3) The library or archives shall attach to the copy a warning that the work appears to be copyrighted.

Committee Reports: President VandenBerge indicated the reports distributed in the registration packet and asked for questions pertinent to the following committees' reports:

- Periodical Exchange
- Library Consultation Service
- Bureau of Personnel and Placement
- Statistical Records
- Systems and Standards
- Representative to the Council of National Library Associations

A motion to receive the written reports was made and seconded.

The meeting was adjourned at 12:15 p.m.

Thursday, June 21, 1973, 10:30 a.m. Session  
Peter N. VandenBerge, Presiding

Treasurer, Warren Mehl presented the following proposed budget.

<b>ANTICIPATED INCOME</b>	
Dues	\$10,500.
Transfers	400.
Sales	500.
Interest	<u>900.</u>
TOTAL	\$12,300.

<b>ANTICIPATED EXPENDITURES</b>	
Printing	\$ 3,600.
Officers & Committees	3,000.
Honoraria	
Executive Secretary	1,000.
Treasurer	400.
Editor	500.
Office Supplies & Expense	1,500.
Conference Contingency	450.
Consultation Program	1,000.
Professional Services	750.
Council on Study of Religion	1,090.
Fidelity Bond	110.
Scholarship	<u>-</u>
TOTAL	\$13,400.

It was moved and seconded that the budget be adopted. Motion carried.

Committee Reports: It was moved and seconded that the reports submitted by the Board of Microtext, the Board of Periodical Indexing, the Membership Committee, the Committee on Cataloging and Classification, and the Committee on Publication be received. The motion carried.



It was noted that the ability/interest questionnaires in the packets should be completed and filed with Mr. Robert Olsen, Chairman of the Membership Committee.

It was announced that the Ad Hoc Committee on Standards of Accreditation is to be a standing committee. Earle Hilgert, chairman, provided a brief oral report noting that the committee plans to establish a bridge with the committee on accreditation standards of AATS. The committee looks upon the total accreditation experience as a positive way to raise the standards of our profession and the quality of our libraries.

Gerald Gillette was appointed archivist for the ATLA.

It was moved by Grant Bracewell and seconded that the recommendation from Group Four become the action of the association, namely:

Be it resolved that:

1. the ATLA receive the report of the AATS-ATLA Library Task Force and approve its purposes and goals.
2. direct that the ATLA Board of Directors negotiate the structures for the implementation of the recommendations with AATS.
3. the ATLA Board of Directors seek to give practical expression to recommendations 2, 3, and 4 through the ATLA standing committees.
4. and the ATLA Board of Directors endorse the AATS proposal to seek funding after the satisfactory conclusion of the negotiations cited in item (2) above.

The motion carried.

Standing Committees were announced as published on p.ix of these Proceedings.

Dr. George MacRae, representative from the Council on the Study of Religion, addressed a brief welcome to ATLA upon their acceptance of terms for membership in CSR indicating his hopes that it will be a long and happy relationship.

Acknowledgements of members' absences due to illness were made by President VandenBerge.

John Trotti expressed appreciation to Elmer O'Brien for his work as Director of the Bureau of Personnel and Placement and to Peter Oliver as Statistician. A round of applause followed.

Written greetings from Dr. Raymond Morris were conveyed to the convention.

After discussion concerning the interpretation of the proposal for an Ad Hoc Committee on Faculty Status, the meeting was adjourned at 11:45 a.m.

PART II

COMMITTEE, BOARD AND OTHER REPORTS

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## COMMITTEE ON CATALOGING AND CLASSIFICATION

The Committee submits the following report of its activities during the past year:

Cataloger's Quandary

It is the feeling of the Committee that a channel of communication among the catalogers of ATLA is both desirable and worthwhile. To this end, the Cataloger's Quandary has appeared twice during the year. It is hoped that those who have been involved in a special project will be willing to share the insights they have gained and the problems they encountered with others who are about to undertake similar projects. A sharing of these ideas was our primary purpose. The Quandary was also our first method of distributing the theological subject headings mentioned later. Responses to this endeavor have all been favorable.

Theological Subject Headings

At the meeting last year in Waterloo, Mr. Warren S. Kissinger, who is a subject cataloger in religion at the Library of Congress, volunteered to supply the new religious subject headings as they are made available to him. The first installment was mailed with the first issue of the Cataloger's Quandary. Responses were so enthusiastic that the subject headings are now published in the ATLA Newsletter.

NUC and NST Reports

A continuing project of our Committee has been to encourage libraries to report selectively to the National Union Catalog and to New Serial Titles. During the year, five more libraries began to report to the National Union Catalog. If your library still does not report original cataloging, especially unusual items, please consider sharing your work by reporting to the National Union Catalog.

Cataloger's Report Form

For the second year, the Cataloger's Report Form was mailed out to member libraries. At the same time, we have been encouraging catalogers to report discrepancies or typographical errors directly to the Library of Congress through the use of their form LC 61-4. We have gained some interesting information from the Library of Congress in response to our questions. Excerpts from the replies from various members of LC's staff have appeared in the Quandary. At the present time, the Committee is re-considering the use of the report form.

Publisher's Letters

One of the Committee's assignments last year was to correspond with publishers asking them to include LC numbers on their book announcements. This year ten more publishers were contacted. In general responses were positive, and it is encouraging to see that several of the publishers are beginning to include LC numbers.

Remember, this is your committee. We welcome your comments, criticisms, and suggestions.

Respectfully submitted,

Lenore Dickinson, Consultant  
 Roberta Hamburger  
 William Hennessy  
 Margaret Whitelock, Chairman

#### LIBRARY CONSULTATION PROGRAM

Activity under the ATLA Library Consultation Program did not increase quite as rapidly during the 1972-1973 year as was expected. The tabulation given below indicates that four consultations were completed during the past year, as compared with only one for the preceding year. However, two of those completed had been initiated during the preceding reporting year. The consultation for Lutheran Theological Seminary has not yet been completed primarily because the school is now involved in resolving some questions about its long-range plans.

Following is a summary of consultation activities during the 1972-1973 year:

<u>Institution</u>	<u>Consultant</u>	<u>Date of Consultation</u>	<u>Current Status</u>
Austin Presbyterian Seminary Austin, Texas	Calvin H. Schmitt	May 12-13, 1972	Completed, Feb. 9, 1973
Fuller Theological Seminary Pasadena, California	Inquiry about availability of consultant, Jan. 16, 1973. Names of four possible consultants sent Jan. 30, 1973. Fuller responded Mar. 20, 1973 saying delaying decision.		
Garrett Theological Seminary Evanston, Illinois	Dr. Maria Grossmann	Dec. 5-6, 1972	Completed, Jan. 3, 1973
Lutheran Theological Seminary Philadelphia, Pa.	George H. Bricker	Mar. 9, 1972	In process
New Orleans Baptist Seminary New Orleans, La.	Arthur E. Jones	Nov. 21-22, 1972	Completed, Jan. 3, 1973
Philadelphia Divinity School Philadelphia, Pa.	Robert F. Beach	Oct. 3-4, 1972	Completed, Oct. 11, 1972

ATLA expenditures for this program for the past year have been limited to \$600 for honorariums for four consultants plus \$28.80 for postage.

The only commitment pending is for a \$150 honorarium to be paid to George H. Bricker whenever the consultation for the Lutheran Theological Seminary Library is completed.

Considerable time and effort was spent this past year in preparing a proposal that was submitted to Lilly Foundation, Inc. on November 7 requesting a grant of \$40,000 to undergird the ATLA Library Consultation Program for the 1973-1976 period. This proposal was prepared with the help of Raymond P. Morris, Chairman of ATLA's Committee on Financial Assistance from Foundations; Peter N. Vandenberg, President of ATLA; and David S. Schuller, Associate Director of the American Association of Theological Schools. Charles G. Williams, Vice-President for Religion of Lilly Endowment, Inc. responded on November 30 commending the purpose and effort of the ATLA Library Consultation Program but also expressing regret that their foundation was unable to include this program in their grant-making agenda. Consideration is now being given to other possible sources of foundation assistance.

Leaflets describing the purpose and procedures of the ATLA Library Consultation Program are to be made available at the annual ATLA Conference in Bethlehem, Pennsylvania. A copy may also be secured by writing to Keith C. Wills, Fleming Library, Southwestern Baptist Seminary, Box 22,000-2E, Fort Worth, Texas 76122. Applications for consultation service are to be submitted to David Wartluft, Executive Secretary, ATLA, Lutheran Seminary, 7301 Germantown Avenue, Philadelphia, Pennsylvania 19119.

Respectively submitted,

Keith C. Wills, Coordinator

#### REPORT OF THE MEMBERSHIP COMMITTEE

The Membership Committee met last June at Waterloo, Ontario, during the annual conference. Since then the work has been carried on by correspondence and telephone contacts between members, the Executive Secretary, President Vandenberg, and prospective members.

The Membership Committee developed a procedure for the casting and authenticating of the votes of institutional members, which was approved in a slightly amended form by the Executive Committee as follows:

1. That the Executive Secretary write each institutional member and request the member to designate in writing the person who is authorized to cast the institutional vote for his school.
2. That the Executive Secretary issue a card to the person so designated to cast the institutional vote.
3. That the institutional vote henceforth be called for on each matter, following the casting of the personal membership vote.

4. That the institutional vote be taken merely on an honor system, without the necessity of showing of the cards, but that a challenge be open to any member if he observes apparent wrong. In case of a secret ballot, institutional voters would be asked to stand to receive a ballot.

New members of every category were added during the year for a total of 88 new members, with 49 losses. There were net gains in every class of membership. As of May 24, 1973 there were 550 total members, bringing the total to one of the highest points in the history of the Association. The figures for the year's membership changes are as follows:

<u>Category</u>	<u>April 27, 1972</u>	<u>New Members</u>	<u>Losses</u>	<u>May 24, 1973</u>	<u>Net Gain or Loss</u>
Full	217	30	29	218	+ 1
Retired	28	6	1	33	+ 5
Associate	136	27	13	150	+ 14
Student	5	10	2	13	+ 8
Honorary	2	1	-	3	+ 1
Institutional	<u>123</u>	<u>14</u>	<u>4</u>	<u>133</u>	+ <u>10</u>
Totals	511	88	49	550	+ 39

Respectfully submitted,

Elinor Johnson  
Robert Olsen  
Ronald F. Deering, Chairman

#### BOARD OF MICROTEXT

During the period covered by this report, May 1, 1972 through April 30, 1973, the Board of Microtext filmed three manuscripts, sixty-three monographs, and twenty-two serials; current supplementary periods for four periodicals already on the list were filmed. At the time this report is being prepared, there are six monographs and twenty periodicals in process.

On April 9, the Board entered a new phase with the placement of its own camera and filming cradle in the facilities of the Presbyterian Historical Society. The Board arranged for the installation of the equipment, training of the initial operator, and subsequent processing of film to be done under the direction of Mr. Cosby Brinkley, Head of the Department of Photoduplication of

the Joseph Regenstein Library of the University of Chicago. An agreement has been reached, subject to renegotiation after a trial year, under which the Society will film, in addition to its own materials, serials, monographs, and manuscripts for the Board. In no sense competitive with our arrangement with the University of Chicago Department of Photoduplication, this facility will provide a location proximate to the East Coast for filming of controlled high quality under circumstances which are mutually beneficial to the Presbyterian Historical Society and the Board of Microtext.

Among the materials filmed by the Board during the past year was a forty-two volume collection of newspaper and magazine clippings from American, Canadian, British, and Continental sources on Christian union, the World Conference on Faith and Order, as well as other conferences and assemblies involving the ecumenical movement. This file, as well as the other new titles added this year, is more fully described in the supplementary listing of additions which will be available separately at the conference.

#### Acknowledgements

The Board of Microtext expresses its gratitude to the following for special support and contribution to the project:

The Sealantic Fund, Inc., for the initial grant that made the project possible.

The American Association of Theological Schools whose office has handled its capital funds.

The University of Chicago, Joseph Regenstein Library through the Photoduplication Department for its service in manufacturing, servicing and storing the master negative films.

Mr. Yorke Allen, Jr., whose counsel and advice have been helpful.

Mr. Cosby Brinkley, for his deep, continuing interest in our work, his insistence on high standards, and his willingness to "go beyond the call of duty" to help us.

Mr. Donn Michael Farris, for giving us ample space in the ATLA Newsletter.

Dr. Stanley McElderry, of the University of Chicago Library for his understanding of the goals of the Board's program.

Mr. Warren R. Mehl, for handling our working account and answering our calls for funds promptly.

Mr. David J. Wartluft, whose office as Executive Secretary relays the orders for films to us, on occasion, and who has assisted in giving suggestions for filming.

Dr. Jesse H. Ziegler, Executive Director of the American Association of Theological Schools for his counsel.

We are grateful to individuals with whom we have had correspondence about filming, who have suggested titles, or who have given time to the development of this project. Some names have been inadvertently omitted. We apologize for our error, and we ask you to call this to our attention.

Mr. Lowell Albee (Lutheran School of Theology at Chicago)  
Mrs. Willie L. Aldrich (Walls Center of Hood Theological Seminary)  
Miss Annie May Alston (Harding Graduate School of Religion)



Mr. Harvey Arnold (University of Chicago Divinity School)  
 Mrs. B.D. Aycock (Union Theological Seminary -- Richmond)  
 Mr. Richard Balge (Wisconsin Lutheran Seminary)  
 The Reverend Earl Ballou (Chester, Vermont)  
 Mr. John D. Batsel (Garrett Theological Seminary)  
 Mr. Robert F. Beach (Union Theological Seminary)  
 Dr. James E. Bear (Harrisonburg, Virginia)  
 Miss Valborg Bestul (Luther Theological Seminary Archives)  
 Mr. John A. Bollier (Yale Divinity School)  
 Mr. William A. Bourque (Andover-Harvard Theological Seminary)  
 Mrs. Mirian Brinkley (Chesterton, Indiana)  
 Mr. Robert Brinkley (Chesterton, Indiana)  
 Mr. Duncan Brockway (Hartford Seminary Foundation)  
 Mrs. Maria Burjan (Photoduplication Department, University of Chicago)  
 Mr. Thomas Edward Camp (University of the South School of Theology)  
 Mr. R. Gordon Collier (Center for Research Libraries -- CAMP)  
 Mr. J.M.D. Crossey (Yale University)  
 Mr. E. Bruce Dack (Catholic University of America)  
 Mr. Clifton Davis (Bangor Theological Seminary)  
 Mr. Harold A. Ehrensperger (Barnstead Parade, New Hampshire)  
 Mr. Charles C. Forman (Unitarian Universalist Christian Fellowship)  
 Dr. Kenneth Foreman (Presbyterian Historical Foundation)  
 Mr. James E. Gaines (Birmingham-Southern University)  
 Miss Dorothy Gilliam (Union Theological Seminary -- Richmond)  
 Miss Delena Goodman (Anderson College School of Theology)  
 The Reverend Fred Field Goodsell (United Church Bd. of World Ministries)  
 Professor Clifford Green (Wellesley College)  
 Mrs. Frances C. Hartgen (University of Maine)  
 Mrs. Gertrud Hartmann (Photoduplication Dept., University of Chicago)  
 Mr. Albert Hurd (Chicago Theological Seminary)  
 The Reverend B.F. Jackson (Ilf School of Theology)  
 Dr. Channing Jeschke (Emory University, Candler School of Theology)  
 Dr. Emory Johnson (Minnesota Synod, Lutheran Church in America)  
 Dr. Arthur E. Jones (Drew University)  
 Mr. William D. Jones (Microfilm Department -- Stanford University)  
 Mr. Roland E. Kircher (Wesley Theological Seminary)  
 Mr. Arthur Kuschke, Jr. (Westminster Theological Seminary)  
 The Reverend Joel Lundeen (Lutheran School of Theology at Chicago)  
 Mr. James C. MacCampbell (University of Maine)  
 Mrs. Dorothy McKiernan (Yale Divinity School)  
 Dr. Eugene McLeod (Southeastern Baptist Theological Seminary)  
 Mr. John McTaggart (Methodist School of Theology in Ohio)  
 Mr. David I. McWhirter (Christian Theological Seminary)  
 Mr. Robert Maloy (School of Theology -- Claremont)  
 Mr. Moses H. Manoushagian (Boston School of Theology)  
 Mr. Donald Matthews (Lutheran Theological Seminary at Gettysburg)  
 Mr. Gordon Melton (Evanston, Illinois)  
 Mr. William Miller (Presbyterian Historical Society)  
 Mrs. Kiyō Mori (Bethany Theological Seminary)  
 Dr. Ralph Mortensen (American Bible Society)  
 Mr. Elmer J. O'Brien (United Theological Seminary)  
 Mr. Peter Oliver (Andover-Harvard Theological Library)  
 Mr. Stephen L. Peterson (Yale Divinity School)

Mr. Harold W. Richardson (American Baptist Bd. of Ed. & Publication)  
 Reverend Albert N. Rogers (Seventh Day Baptist Historical Society)  
 Mr. Rutherford Rogers (Yale University)  
 Miss Louise Rountree (Livingstone College)  
 Mr. Thomas Rowan (The Catholic Standard)  
 Dr. Kenneth Rowe (Drew University School of Theology)  
 Mrs. Florence Saltzer (Lutheran Theological Sem. at Gettysburg)  
 Mr. Thomas V. Schmidt (Catholic University)  
 Mr. Calvin Schmitt (McCormick Theological Seminary)  
 Miss Susan Schultz (Asbury Theological Seminary)  
 Dr. Niels Sonne (General Theological Seminary)  
 Mr. William Sparks (St. Paul-Methodist School of Theology)  
 Bishop Gerald Stading (West Park, New York)  
 The Reverend Floyd W. Tomkins (West Denis, Mass.)  
 Dr. John Trotti (Union Theological Seminary -- Richmond)  
 Mr. Decherd Turner (Southern Methodist University - Perkins Sch. of Theo.)  
 Professor Charles W. Tyrrell (University of Dubuque)  
 Miss Helen B. Uhrich (Yale Divinity School)  
 Mr. Peter N. VandenBerge (Colgate Rochester/Bexley Hall/Crozer)  
 Mrs. E.E. Vradenburgh (The Congregational Library)  
 The Rev. J.G. Vox (Blue Banner Faith and Life)  
 Bishop W. J. Walls (Yonkers, New York)  
 Mrs. Glynn Wheeler (Stanford University)  
 The Rev. Robert C. Wiederaenders (Archivist, American Lutheran Church)  
 Mr. William E. Zimpfer (Boston University School of Theology)

As the need arises we call upon members of our Advisory Committee. They have helped us each year and have been ready to answer questions and give us advice. The members of this Committee are:

The Reverend George Bricker, Evangelical & Reformed Hist. Society  
 The Reverend John Burrirt, Lutheran Historical Conference  
 The Reverend Lowrie J. Daly, S.J., St. Louis University  
 Mr. Gerald W. Gillette, Presbyterian Historical Society  
 Mr. Neil R. Jordahl, Unitarian-Universalist Association  
 Dr. James Nelson, American Society of Church History  
 The Reverend John Ness, Commission on History and Archives, United Methodist Church  
 The Reverend Edward Starr, American Baptist Historical Society  
 Dr. August Suelflow, Concordia Historical Institute  
 Mr. Ans J. Van der Bent, World Council of Churches

The members of the Board of Microtext have been actively engaged in selecting titles for microfilming and in urging denominational support of the project. The members are (term expirations are in parentheses):

Mr. Wilson N. Flemister (1976), Interdenominational Theo. Center  
 Dr. Maria Grossmann (1975), Andover-Harvard Theological Library  
 Mr. Norman G. Wente (1974), Luther Theological Seminary  
 Dr. Conrad Wright (1974), Harvard Divinity School  
 Dr. Charles Willard (1973), Princeton Theological Seminary

The capital funds of the project are invested by The Winters National Bank and Trust Company of Dayton, Ohio. These funds are subject to audit of The American Association of Theological Schools on a fiscal year ending June 30. Information concerning these funds or their audit can be secured from the Executive Director of AATS.

The Treasurer of ATLA holds the working account for the project. This account is subject to the audit of the ATLA Auditing Committee. Information concerning this account is published in the ATLA Summary Proceedings, or is available through the Treasurer of ATLA. The project continues its service arrangement with the Photoduplication Department of the University of Chicago, The Joseph Regenstein Library. Negative films are deposited with that Department. The Board receives detailed accounting of the work of the Department. The accounts of the Department are subject to audit by the University of Chicago.

Positive films and office equipment which are the property of the ATLA Board of Microtext are at 409 Prospect Street, New Haven, Connecticut 06510. No funds are held in New Haven.

Procedures, records, routines of the Executive Secretary's office were examined and reviewed by a Public Accountant with wide experience in business procedures. The Accountant found the records and routines followed to be advisable and necessary, and in good order. One minor additional record was suggested which we have been keeping since October 1972.

Respectfully submitted,

Charles Willard, Chairman  
Raymond P. Morris, Executive Secretary

An additional note: Last year, we reported the establishment of the position of Executive Secretary, to which Dr. Raymond P. Morris was appointed. The Board has been satisfied with the fashion in which this experimental pattern has worked out and has persuaded Dr. Morris to remain for another term. The Board and the Association as a whole are much in debt to both Raymond and Jean Morris for the major and on-going contribution which they are making to the work of the Board.

Charles Willard

#### PERIODICAL EXCHANGE COMMITTEE

In preparing to revise the Exchange mailing list during the year, your committee faced some interesting and perplexing facts and questions. (1) Of 93 Exchange members at that time, 13 were not institutional members of ATLA; requests for participation

were being received from other non-ATLA libraries. What was the basis for the participation of these 13 libraries, and what were the criteria upon which to decide the eligibility of any non-ATLA library? (2) While there were only 80 ATLA libraries listed as Exchange members, there were 124 libraries listed as institutional members of ATLA. Was it really true that over one-third of the ATLA libraries desired not to participate in the Exchange? (3) The Exchange Committee for 1971-72 reported that only 41 libraries distributed a total of 48 periodical lists during the year. How should we treat this in view of the requirement that members distribute at least one list of periodicals annually? Could this data represent the real level of interest in and commitment to the Exchange and, in any case, how could we account for such a decline from 1970-71, when 85 libraries distributed 118 lists?

The first set of facts and questions prompted a study of the historical development of the exchange program. Exchange membership requirements that had evolved, and from time to time been published with mailing lists, included provisions for admitting non-ATLA libraries which met certain criteria. It was clear that the criteria had been established only because membership in AATS was then a condition for ATLA membership. This had not been true since the constitutional revision of 1971, and libraries which met those special criteria were now eligible for ATLA membership. The committee thus concluded that, without other action by the Association, ATLA institutional membership provided the only reasonable and equitable basis for including a library on the revised mailing list.

The second and third sets of facts and questions seemed to demand that each institutional member of ATLA be given an opportunity to consider and indicate whether or not it desired to participate in the exchange program. Such an inquiry was sent to the Librarian of each institutional member. Letters were written to several exchange participants whose membership dues were in arrears. Letters were also written to each non-ATLA library that either had been in the exchange program or had inquired about membership in the Exchange. Each was informed of the constitutional provisions for institutional membership and given the opportunity to be included on the revised mailing list on the basis of a written assurance that institutional membership would be sought no later than the ATLA Conference in June, 1973.

The results are thought to well justify the efforts described above. Of the 124 libraries that were institutional members when the project began, 28 that were not in the Exchange joined the 80 that already were. In addition, 8 new institutional memberships and 2 reinstatements were secured. The revised mailing list, distributed in March, and the supplement, distributed with the May Newsletter, together include 118 of a possible 135 libraries that were either institutional members or committed to joining by the June conference. For the sake of clarity of the record, it should be stated that the total of 120 entries on the current mailing list includes a combined listing for what has been counted

as two institutional members (Garrett and Seabury-Western), two non-member overseas libraries (World Council and Near East School of Theology) which were kept on pending completion of membership negotiations, and a separate listing for one unit (Missionary Research Library) of a member library.

From June 1972 through May 1973, records indicate that 84 libraries distributed a total of 112 lists of available periodicals. This compares well with corresponding figures of 85 and 118 two years ago. As mentioned above, the participation reported for 1971-72 was appallingly low. For the sake of our need for a rational interpretation of organizational history, the discovery of an apparent explanation will be reported here, even at the risk of causing some embarrassment. The mailing list that was in use from June, 1971, to February, 1972, did not contain the library of the person who was then chairman of the Exchange Committee. Thus, the data for 1971-72 reflect the fact that his library was receiving few, if any, periodical lists for more than half the year. It seems likely that participation during 1971-72 was in the range of that during 1970-71 and 1972-73.

Gratitude is expressed to all those who have cooperated in the exchange program this year, especially to the 86 librarians who returned the questionnaires included with the mailing list in March. The responses are very informative in studying possible improvements in procedures.

Respectfully submitted,

Joyce Ringering  
Paul Debusman  
H. Eugene McLeod, Chairman

#### BOARD OF PERIODICAL INDEXING

Publication. The tenth biennial cumulation of the ATLA Index for 1971-1972 has been published and distributed. Volume 10 includes 150 titles. Allowing for the cessation of publication of several titles, the net increase in total titles indexed is thirteen. Actually 22 new titles have been included. The prefatory pages of volume ten which should be regarded as an appendix to this report, provide the details.

The publication schedule initiated with the 1971-72 biennium (three semi-annuals followed by the cumulative volume) will be continued. The E. F. Palmer Company of Chicago was selected as our new printer when our former printer went out of business.

Subscriptions and Sales. During the year just completed, our subscription list has passed the 800 mark. This steady in-

crease at home and abroad is concrete evidence of the expanding interest in the Index as a tool for research. The staff has continued its market research in the interest of improving the product and our merchandising techniques. The sale of back volumes has depleted the stock of certain volumes. The issue of how best to keep the Index in print is under review. We are happy to indicate that in spite of the increase in costs because of the expansion of the Index, of publishing semi-annual issues, and the realities of inflation, we have been able to hold the annual subscription cost at its present level which was established four years ago in 1969. We shall hold this line as long as we can.

New Board Member. Effective June 1972, Dr. Richard H. Lineback, founder and editor of The Philosopher's Index and Director of the Philosophy Documentation Center, Bowling Green University, Bowling Green, Ohio, was elected by the Board to serve a three year term (1972-75). He succeeds the late Edwin C. Colburn. Dr. Lineback brings special expertise in the field of indexing and in use of computer technology in the production of an index.

NFAIS Membership. The Index Board has applied for membership in the National Federation of Abstracting and Indexing Services. This organization provides a special source of information about current practices and trends in a wide range of indexing and abstracting services, a forum for the discussion and debate of issues and problems, and a source of counsel in the regular review of the IRPL program. Mr. John Peltz, assistant editor of the Index, attended the 15th annual conference of the NFAIS in March 1973 in Philadelphia.

ATLA Incorporation Process. Both the Index Board and Staff have spent considerable time in the preparation of material necessary for the ATLA incorporation process. It will require readjustment of some processes and procedures.

Personnel Manual. The growth of the Index operation and the expansion of staff has required the development of a personnel manual for employees. This includes such data as job specifications, basis of compensation, hospitalization benefits, retirement provisions, vacation, sick leave, etc. This process is nearing completion.

Index Staff. Three staff members, Miss Fay Dickerson, Mr. John Peltz, and S. Nicole Goetz attended and participated in discussions at the International Congress of Learned Societies in the Field of Religion, Los Angeles, September 1-6, 1972. Two staff members attended the Midwest Regional AAR meeting February 16-17, 1973. One part-time staff member, Ms. Cynthia Guthrie, has graduated from Rosary College Graduate School of Library Science and is seeking full-time employment as a children's librarian. Her talents and interest in the Index have been unusual and excellent. Mrs. Mary Hertz has performed with competence and special skill in

maintaining subscription records and pursuing delinquent accounts with diligence and success. We express our appreciation to Mr. Lowell Albee, Jr., Mr. Peter VandenBerge, and Father Lawrence Hill for their continued help in indexing nine titles.

Respectfully submitted,

Edgar M. Krentz  
 Richard H. Lineback  
 Helen B. Uhrich  
 Grant Bracewell, Secretary  
 Calvin H. Schmitt, Chairman

#### BUREAU OF PERSONNEL AND PLACEMENT

##### Statistics, June 1, 1972-May 15, 1973

Number of positions open in member libraries. . . . .	14
Total number of positions currently open. . . . .	1
Number of positions filled through the Bureau . . . . .	3
Total number registered with the Bureau . . . . .	97
Number currently active . . . . .	72
Number of new applicants since May 31, 1972 . . . . .	38
Number of correspondents not registered with Bureau . . . . .	10

Of the 72 persons currently registered with the Bureau, 1 has only a graduate theological degree, 31 have only a graduate library school degree, and 40 have both theological and library school degrees.

The increase in persons registering with the Bureau continues unabated. The number of persons currently registered with the Bureau has risen 29 percent over last year. The employment situation in all academic libraries is steadily tightening or else library schools are producing more graduates who seek employment in seminary libraries.

In an effort to alert seminary administrators to the services of the Bureau, the January issue of the AATS Administrators Newsletter contained information about our services. This resulted in several inquiries coming to the Bureau, one of which resulted in a library directorship for one of the Bureau's applicants. Several other institutions sought information about the Bureau's services, indicating they may use them in the future. This effort to publicize our services and identify job openings was successful enough to indicate it should be continued in the future.

Some interest has been expressed by ATLA members in the Bureau expanding its services. A number of you have wanted to register with the Bureau and then receive notification of job openings before having a dossier submitted to a potential employer for consideration. The volume of work in our present operation has

precluded the possibility of expanding the Bureau's services to such an extent. This Association, however, may wish to explore such a possibility.

The most difficult aspect of the Bureau's work stems from seeing many very well qualified persons unable to find positions where their training and experience can be used. Many seminaries use the Bureau's services but end up filling their positions from other sources. It may be that we are offering a service that is not very useful.

I have requested that a new person be found to handle the work of the Bureau in the future. These four years of service placed me in contact with a large number and variety of persons possessing high professional standards. It is reassuring to know that talented persons seek entry into our ranks. My thanks goes to all of you who have helped me from time to time in the operations of the Bureau.

Respectfully submitted,

Elmer J. O'Brien, Head

#### COMMITTEE ON PUBLICATION

After several years of planning, the Committee on Publication, guided by a Publication Policy adopted by the Executive Committee in January, 1972, has launched one of two announced series during the past year. (See Summary of Proceedings, 1972, pgs. 33-34 for the text of the adopted policy.)

I. ATLA Monograph Series. Three titles in the ATLA Monograph Series have been published for the Association by Scarecrow Press of Metuchen, New Jersey:

December, 1972 No. 1. Ronald L. Grimes, The Divine Imagination; William Blake's Major Prophetic Vision. 209p. cloth \$6.00

February, 1973 No. 2. George D. Kelsey, Social Ethics Among Southern Baptists 1917-1969. 274p. cloth \$7.50

May, 1973 No. 3. Hilda A. Kring, The Harmonists; a Folk-Cultural Approach. 255p. illus. cloth \$7.50

A fourth title will be published in the fall of 1973:

October, 1973 No. 4. J. Steven O'Malley, Pilgrimage of Faith; the Legacy of the Otterbeins. 220p. (approx.) \$6.50

The aim of the Monograph Series is to publish at reasonable cost two dissertations of quality in the field of religious studies each year. (A delay in launching the series resulted in the publication of only one volume in 1972 and the scheduling of three volumes for 1973. In 1974 the regular schedule of two volumes a



year will be maintained.)

Titles are selected by the Committee on Publication from manuscripts nominated by Graduate School Deans or Directors of Graduate Studies in Religion.

Sales. More than a year ago Scarecrow Press agreed to publish on our behalf and without subsidy of any kind four titles to test the potential market of our proposed dissertation series. Prudence dictated "short run" publication (500 copies/title). However sales have been rather brisk this Spring and a second printing has been ordered on the first two numbers. Meanwhile Scarecrow Press is building a substantial standing order list for the series which carries a 10 percent discount as an added incentive. All orders should be directed to: Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840.

Reviews. Approximately forty review copies of each number have been circulated. Individual authors and the committee assisted in preparing mailing lists. However few reviews have been published to date. This is understandable since our first number is only six months old and the delay between publishing and review is often quite long, particularly in the scholarly journals where we hope for exposure.

II. ATLA Bibliography Series. Our proposed Bibliography Series is designed to stimulate and encourage the preparation and publication of reliable guides to the literature of religious studies in all of its scope and variety. Each compiler will be free to define his field, make his own selections, and work out internal organization as the unique demands of his subject indicate.

Three projects have been selected and we anticipate that Scarecrow Press will begin publication of this series in early 1974:

- No. 1. Charles E. Jones, A Guide to the Literature of the Pentecostal Movement.
- No. 2. Donald Dayton, Barth Bibliography.
- No. 3. Elmer and Betty O'Brien, Index to Festschriften in Religion, 1960-1969. (The Committee made a grant of \$190 during the 1972-73 year to support this project.)

III. Index to ATLA Proceedings, 1947-1972. An index covering the first twenty-five years of the Proceedings of the ATLA is being prepared under the general editorship of Mr. Channing R. Jeschke. If size permits the index may be published as an appendix to the 1973 volume of Proceedings.

The Committee wishes to thank Scarecrow Press and members of the Association and its Executive Committee for the encouragement and support given to our newly launched publishing venture.

We earnestly solicit your aid in suggesting potential titles and projects for our two new series.

Respectfully submitted,

G. Paul Hamm  
Channing R. Jeschke  
Kenneth E. Rowe, Chairman

REPORT OF ATLA REPRESENTATIVE TO THE  
COUNCIL OF NATIONAL LIBRARY ASSOCIATIONS

The American Theological Library Association has two representatives to the Council of National Library Association, one of whom is also a member of the Board of Directors of CNLA. The Council is made up of representatives of fourteen national library associations including the Special Library Association, Law Library Association, Catholic Library Association, American Library Association, Music Library Association, Jewish Theological Library Association. It meets twice annually in New York City, in December and in May, with an agenda prepared by the Board of Directors incorporating continuing business and suggestions from the individual member associations which are transmitted from the officers and those associations or by members of Council.

At the December meeting of the Council, representatives heard a report on Federal Funding for Libraries by Mrs. Eleanor T. Smith of U.S. Office of Education, Bureau of Library and Learning Resources. The report was discussed and a resolution of Council passed in strong support of the policies and activities of the Washington Office of the American Library Association "in its work to bring about and improve understanding and support from the Congress and agencies of the federal government to the institutions and programs of American librarianship and through them to the cause of all education and research throughout the nation."

The Council considered the question of concurrent association meetings with several associations meeting at the same time with separate programs or with some shared events. One of the chief advantages of such meetings is the possibility of arrangement for manufacturers' and bookdealers' exhibits, which are too costly to set up for single association meetings. It was felt that a compiled list of scheduled association meeting dates for the next few years and coordination with the ALA Exhibit Round Table might be the first step the Council could take to facilitate such concurrent arrangements and it was decided to move in this direction.

The remainder of the December meeting was concerned with overduplication of library services as major obstacles to effective cooperation among libraries. Discussion was a response to a report

by Mrs. James of the Library Public Relations Council and took the form of suggestions for: (1) increasing awareness within associations; (2) promoting the proposed White House Conference on Libraries; and (3) seeking reevaluation by accrediting agencies of their library holdings standards to include availability of materials through cooperative organization.

At the May meeting last month, the Council heard a report on the Dumbarton Oaks conference seeking a consensus on copyright problems of libraries. This is the meeting organized by the General Counsel of Harvard University and one which appointed a working committee to draft a statement which it was hoped might be made available to library associations meeting in June 1973. Since CNLA has representation on this committee, it was felt that CNLA itself need not draft a statement but might be in a position to pass on such a library position statement as was arrived at by the Dumbarton Oaks conference to its member associations for consideration.

Other items of discussion or report at the May meeting included the work of the Z-39 Committee developing standards in a large number of areas of interest to libraries and librarians. The lack of publicity and availability of such formulated standards within the membership of the various associations was commented upon. One strong suggestion of the Council was an automatic distributing of finally approved standards to Association Newsletter editors for publication of standards and comment as appropriate. CNLA decided to drop the sale of its placement brochure for new members of the profession, on the grounds that much of the information in it had become dated. The suggestion was that Bowker Annual, partly sponsored by CNLA, might be able to incorporate this information and to keep it up-dated.

The remainder of the meeting was devoted to two questions. The first was an exploration of the advantages and disadvantages to member associations from a joint headquarters operated through CNLA. On this a committee was appointed to collect from each constituent organization of CNLA what headquarters services it needs or would like, and what services it could offer to others. The other item was a discussion of a proposal of the Information Industry Association for the supermarket concept of library service - the analogy being to a retail store for information and service. Since this is a proposal for supplementing tax-supported libraries, its implications for theological libraries is not very clear. ATLA members may be interested in the editorial of March 1973 in American Libraries, however.

Respectfully submitted,

Niels H. Sonne  
Arthur E. Jones, Jr.

## COMMITTEE ON RESOLUTIONS

Whereas the twenty-seventh annual conference of the American Theological Library Association, held at the Moravian Theological Seminary at Bethlehem, Pennsylvania, June 18-22, 1973, has been a stimulating and rewarding meeting,

Be It Resolved that our grateful appreciation and hearty thanks be extended to the Reverend Henry L. Williams, librarian, his staff, and assistants from the seminary for the well-planned and pleasantly executed meeting;

Be It Resolved that the Association express through the Executive Secretary, in writing, appreciation to Dr. Herman Collier, president, for the most gracious use of the campus facilities, including the cafeteria and excellent food, housing facilities and meeting rooms;

Be It Resolved that we express our appreciation to the several exhibitors;

Be It Resolved that we thank those responsible for leading our worship and especially to the seminary and Central Moravian Church for the inspiring lovefeast;

Be It Resolved that we take note with pleasure our visit to the Bethlehem Moravian community and those who guided us on this historic tour;

Be It Resolved that we thank John Batsel and his conference program committee for their work in planning and preparing a most informative and helpful meeting;

Be It Resolved that the several panelists, Robert Theobald, Paul Hessert, Keith Bridston, and David Schuller accept our appreciation for their challenging and informative addresses; that the group leaders, those persons who presented position papers, and the capable conference media assistants accept our appreciation;

Be It Resolved that Dr. Samuel Laeuchli receive our thanks in appreciation for his banquet address;

Be It Resolved that we express our thanks to all of those involved who made the incorporation of our association a reality;

Be It Resolved that we thank President Peter VandenBerge for "putting it all together" over the past year.

Whereas this twenty-seventh ATLA conference has been a most pleasant, cooperative, and productive one,

Be It Resolved that we hereby renew our dedication to the task of theological librarianship and to the work of ATLA.

Respectfully submitted,

Sister Theodore Mary Von Elm  
John W. Neth  
William S. Sparks, Chairman

#### COMMITTEE ON STATISTICAL RECORDS

The committee undertook a self-study program this year. A consideration of its main function revealed that, since the appointment of the Statistician, its chief responsibility has been to serve in an advisory capacity to the person in that office.

Several conclusions were reached as a result of this study. The present Statistician, Peter Oliver, has rightly assumed the responsibility for securing, tabulating, and distributing the statistical report of the Association. Its value is being attested to by its use. Thus, we feel that the committee is no longer needed. Furthermore, it would seem logical to have this appointee directly related to the Executive Committee. This could result in a joint study of the total statistical needs of the Association and the development of procedures to obtain the desired data and to utilize it to the fullest extent. In view of these items, the committee recommended its dissolution to the Executive Committee, which suggestion was concurred in by the latter.

The concerns of the two committees relative to the formulation of new or additional guidelines for the evaluation of libraries in the future have been shared mutually. It is felt certain that this matter will be explored and dealt with at the appropriate time.

Respectfully submitted,

A. Curtis Paul  
Mary K. Spore  
Ellis E. O'Neal, Jr., Chairman

#### AMERICAN THEOLOGICAL LIBRARY ASSOCIATION STATISTICAL RECORDS REPORT 1971/72

There were few changes in the report this year from last. Libraries were asked to report the number of periodical titles currently received, and some attempt was made to clarify questions which had caused misunderstanding in the past. Of course, there were still problems as there are in every questionnaire, but they seem to be minimal.

One hundred eighty-three questionnaires were sent out to 128 institutional members of ATLA and to 57 other libraries representing schools which are members of AATS whose library is not in ATLA. Of the ATLA libraries, 120 replied (one joint report for the Garrett/Seabury Western system made it 119 actual reports); 8 ATLA libraries responded neither to the original questionnaire nor to a follow-up post card. Of the AATS/non-ATLA libraries, 36 replied and two reported either the library or the school closed. This is a response of 94% among ATLA members and of 86% overall.

The reports were tabulated in the usual way with the addition of the report of periodicals received. This addition necessitated the dropping of a tabulation of total FTE staff, but the data for finding this total are still supplied. Rank order tables are provided at the end for library size, volumes added and total acquisitions budget. Order tables for total budget were not drawn up. With the variant practices regarding contributed services and charges for maintenance and utilities, it was decided that this table would tend to be misleading.

You will also note that the theological libraries reporting have in excess of twelve million volumes in their holdings; they spent over \$3 million in 1971/72 to purchase and bind over 425 thousand books at an average cost of just about seven dollars a volume. One hundred forty-two libraries reporting only expenditures for theological collections spent a total of \$9.5 million.

For the rest, I would only give the usual warning against accepting statistics blindly. You each know that your own library has some unique feature which the report distorts; remember that every other library also has some special difference.

Respectfully submitted,

Peter L. Oliver

AMERICAN THEOLOGICAL LIBRARY ASSOCIATION		COLLECTIONS					PERSONNEL				EXPENDITURES					
		AFFILIATIC VOLUMES IN LIBRARY (AT END OF REPORT PERIOD)	VOLUMES ADDED (GROSS)	VOLUMES ADDED (NET)	PERIODICAL TITLES RECEIVED	MICROFORM UNITS IN LIBRARY	PROFESSIONAL STAFF (FTE)	NON-PROFESSIONAL STAFF (FTE)	STUDENT ASSIST- ANTS (FTE)	BOOKS, PERIODICALS, ETC.	BINDING	TOTAL BOOKS AND BINDING (9+10)	TOTAL SALARIES AND WAGES	OTHER OPERATING EXPENDITURES	TOTAL OPERATING EXPENDITURES (11+12+13)	TOTAL AS SCHOOL AS
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AMER. BAPT. WEST-COVINA	1	69,148	3,223	3,218	518	579	1	4.5		\$20,790	\$	\$20,790	\$ 37,135	\$ 6,580	\$ 64,505	13
ANDERSON	2,4	39,569	2,625	2,619	227	151	1	2.5	.8	7,017	266	7,283	22,231	1,472	30,987	15.4
ANDOVER NEWTON	1,3	178,827	2,610	2,590	488	251	3	4	2.2	26,000	3,300	29,300	57,877	5,785	92,962	7.5
ANDREWS U. (7TH D. ADV)	2	77,697	3,237	3,227	403	881	2	3	2	33,123	1,600	34,724	38,154	55,348	128,226	14.8
AQUINAS																
ASBURY	1	85,512	4,509	4,383	600	455	4	8	2.5	30,495	1,847	32,342	67,567	3,416	103,415	10.2
ASHLAND	2	36,354	1,200	1,185	241	178	2	1		9,598	1,223	10,822	23,000	1,013	34,835	21
ASSOCIATED MENNONITE	1,2	55,488	2,788	2,788	306	210	1.5	1.5	1	11,635	693	12,328	19,773	1,155	33,255	14
ATLANTIC	3	57,140	15,816	15,816	275	0	1.5	1	5	6,000	1,000	7,000	17,010	2,978	26,988	9
ATONEMENT	1	39,600	600	600	265	400	.3	1		12,000	2,000	14,000		1,000	15,000	
AUSTIN PRESBYTERIAN	2,3	94,590	2,608	2,577	781	2,032	1.5	2	2.5	23,417	1,491	24,908	36,008	3,493	64,409	10.5
BANGOR	2	57,606	2,796	2,551	448	57	1	1	1	10,815	1,264	12,079	8,324	1,643	22,046	16
BAPTIST MISS. ASSN.	2,4	10,850	1,924	1,924	700	97	0	1		10,755	2,190	12,946	8,686	1,707	23,338	26
BELLARMIANE	3	99,227	1,152	-3,611	411	223	2	1		11,486	780	12,266	16,189	483	28,938	16
BETHANY	3	66,316	1,294	1,294	303	200	1.2	2.3	1.5	10,101	1,179	11,280	26,972	1,119	39,371	10.5
BETHEL	3	52,000	3,282	3,182	690	261	3	1.5	2	17,083	1,304	18,387	53,406	1,745	73,538	14.1
TALBOT / BIOLA	5	41,879	1,009	1,009	232		3.5	7	6	8,474	693	9,167	70,621	8,377	118,794	5.7
BOSTON U.	2-4	104,293	3,510	3,362	718	4,033	4	6.5	4	20,612	1,372	21,983	78,777	5,857	106,617	9
BRITE / TCU	5	136,107	4,836	4,446	801	16,256	3.7	5.6	4	40,502	5,594	46,096	77,035	7,602	130,733	
CALVIN	5	65,640	2,799	2,799	345	3,334	1.5	1	2	20,600	2,500	23,100	30,800	3,600	57,500	
CATHOLIC SEM. FOUND.	3	22,000	2,000	2,000	130	8	1	1	1	10,000	0	10,000	8,500		32,580	20
CATHOLIC THEOL. UNION	3	60,000	1,750	1,750	450		3	1	1	14,500	1,000	15,500	40,964	10,916	67,380	16.3
CATHOLIC U. OF AM.	5	124,000	4,833		544	1,521	1.5	1	1.5	14,152	5,967	20,119	25,476			
CENTRAL BAPTIST	1	58,601	1,146	1,085	304	166	1	2	3	9,451	804	10,254	23,494	1,030	34,778	9.7
CHICAGO THEOL. SEM.	2,	78,330	1,818	1,818	280	350	1.5	1	2.5	14,435	900	15,335	35,407	12,160	62,902	7.7

AMERICAN THEOLOGICAL LIBRARY ASSOCIATION		COLLECTIONS					PERSONNEL				EXPENDITURES					
		AFFILIATION	VOLUMES IN LIBRARY (AT END OF REPORT PERIOD)	VOLUMES ADDED (GROSS)	VOLUMES ADDED (NET)	PERIODICAL TITLES RECEIVED	MICROFORM UNITS IN LIBRARY	PROFESSIONAL STAFF (FTE)	NON-PROFESSIONAL STAFF (FTE)	STUDENT ASSISTANTS (FTE)	BOOKS, PERIODICALS, ETC.	BINDING	TOTAL BOOKS AND BINDING (9+10)	TOTAL SALARIES AND WAGES	OTHER OPERATING EXPENDITURES	TOTAL OPERATING EXPENDITURES (11+12+13)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CHRISTIAN	2	83,250	2,000	2,000	545	550	3.5	3.4	.8	\$15,138	\$ 3,118	\$18,256	\$ 54,145	\$ 2,444	\$ 74,845	6.5
CLAREMONT																
COLGATE R/BEX/CROZ	2,3	170,646	5,138	- 430	621	479	4	4.5	2.5	38,832	3,904	42,736	67,293	4,833	114,862	8.8
COLUMBIA	3	85,005	1,639	1,639	255	502	1	2.8	1.9	11,694	804	12,498	29,814	1,814	44,126	6
CONCORDIA (ST. LOUIS)	2	133,490	4,769	4,138	971	3,139	4	7.1	4.8	38,701	10,069	48,770	93,446	8,917	151,133	5.6
CONCORDIA (SPRINGF.)	1	69,157	3,224	3,178	402	793	2	4	2	22,171	497	22,668	41,319	2,021	66,008	8.1
CONSERVATIVE BAPTIST	2	37,856	2,950	2,806	315	112	1	1.5	.5	14,433	1,304	15,737	18,065	2,674	34,476	8.6
DREW	5	338,431	10,948	9,407	1,458	9,385	12.7	16.8	8.2	105,886	10,299	116,185	286,024	22,482	424,691	9
DUBUQUE	2,3	53,408	1,749	662	282	2,228	1.2	3.7	.7	17,846	1,500	19,346	32,973	3,301	55,620	13
DUKE																
EARLHAM	5	24,293	867	627	184	118	0	.8		6,977	345	7,322	1,836	2,665	11,823	
EASTERN BAPTIST	1	79,386	2,203	2,203	537	2,345	4	1	2	19,045	1,455	20,500	38,400	4,365	63,265	26.5
EASTERN MENNONITE																
EDEN/WEBSTER	2	57,923	1,896	1,803	270	147	2	2	3.9	12,571	1,693	14,214	125,397	3,750		
EMMANUEL / VICTORIA	5,5	37,762	2,153	2,025	247		.5	2	.5	12,328	1,042	13,370	17,575	46,931	77,876	16.4
EMMANUEL SCH. REL..	2	12,125	1,218	1,218	50	0	1	1		2,980	161	3,141	12,620	6,065	21,826	8.2
EMORY	2	93,295	3,323	4,100	421	4,253	2.5	3	2	24,401	2,246	26,647	47,346	3,776	77,769	5.8
EPISCOPAL (CAMBRIDGE)	2,3	68,085	1,576	-1,845	255	15	2.6	1	3.2	15,195	986	16,181	45,888	2,890	64,959	8
EPISCOPAL (PHILAD.)	1	89,555	2,711	2,711	580	184	2	2	1	12,528	1,694	14,222	40,595	4,361	59,178	13.7
EPISCOPAL SOUTHWEST	1,3	53,036	1,519	1,519	281	767	1.6	1.7	.9	11,395	1,098	12,493	23,245	1,262	37,000	13.2
EPISCOPAL (VIRGINIA)	1,3	92,588	2,626	2,588	468	801	2	3	1.2	22,977	5,996	28,973	50,272	3,609	82,854	8
ERSKINE	2,3	26,179	1,224	1,224	208	24	1		1	6,608	185	6,793	8,773	2,794	18,360	15.6
EVANGELICAL/N. CENTRAL	5	40,011	1,347	1,309	159	2,784	1.5	1	1.5	9,572	632	9,204	18,724	6,150	34,078	7
EVANGELICAL LUTHERAN	2,3	56,346	2,162	2,162	351	422	3.5		1.5	19,448	2,164	21,642	32,653	3,756	58,051	12.4
FULLER	1	80,356	3,500	- 144	563	975	2.3	3	3	23,000	1,960	24,960	49,824	2,071	76,855	6.6



AMERICAN THEOLOGICAL LIBRARY ASSOCIATION		COLLECTIONS					PERSONNEL				EXPENDITURES					
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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
GARRETT/SEABURY WES.	3	208,400	7,305	6,339	1,035	1,823	5	5	5.5	\$41,283	\$ 8,011	\$49,294	\$113,681	\$11,970	\$184,945	10.1
GENERAL	1	175,228	3,970	3,961	560	244	4	5.5	2.5	36,118	10,821	46,940	83,509	5,552	135,997	8
GOLDEN GATE BAPTIST	1	78,368	1,241	761	552	993	2.5	3	2	17,904	1,682	19,586	48,013	5,283	72,882	11
GORDON CONWELL	3	54,481	3,981	3,963	740	124	3	1.5	1.5	68,543	1,391	69,934	39,517	6,026	115,477	6.1
GRADUATE THEOL. UNION	3	318,337	5,876	3,869	1,018	369	4	9.8	3	71,464	8,791	80,255	149,766	38,980	269,001	
HAMMA	2	54,200	2,250	2,152	350	3,928	1	1	1	17,354	1,094	18,448	14,017	6,690	39,155	9.9
HARTFORD	1	245,730	7,999	7,585	1,100	850	4.8	5.3	3	26,917	596	27,513	82,028	13,044	122,585	12.7
HARVARD	2.3	318,287	5,760	4,816	1,236	1,767	5.7	9.7	.8	63,827	10,413	74,240	132,473	19,530	226,243	
HEBREW UNION (CINCIN)	2	245,800	9,800	9,800	1,961	14,530	8	16	2.5	38,200	5,690	43,890	198,070	18,618	260,578	11.4
HEBREW UNION (N.Y.)	1	113,000	5,000	3,000	450	50	3	3		10,000						
HOOD	2.4	12,950	100	97	96	20	1	1								
HOWARD	2	67,617	1,501	1,418	179	583	1	1	6	9,800	750	10,550	31,300	490	42,340	6
HURON	5	26,152	6,000	5,452			1.3	2	2.6	27,000	2,070	29,070	24,650	3,450	44,150	9
LIFF	2	88,157	3,000	2,500	567	406	3.3	6	2	17,400	1,752	19,152	42,360	5,352	66,864	11
IMMAC. CONC. (CONCEP.)	1	72,850	3,337	3,337	369	150	2.5	1	.3	12,417	1,851	14,268	20,089	5,274	37,782	10.5
INTERDEN. THEOL. GEN.	3	62,160	3,103	3,103	325	555	4	3	9	15,000	2,000	17,000	40,000	3,355	60,355	
KENRICK	2.3	42,636	2,567	2,273	370	200	1	2	3.3	21,887	3,920	25,807	30,802	7,689	64,298	18.5
KNOX COLLEGE	2.3	65,546	1,526	812	210	231	2	3	1	6,304	1,572	7,844	39,669	4,537	52,051	36
LANCASTER	1	100,980	4,400	4,400	442	782	2	2	2	25,626		25,626	39,330	4,885	64,841	13.3
LXINGTON	2.3	65,194	1,837	1,837	1,041		2.5	1.5	1	14,125	4,000	18,125	35,000	2,000	73,250	
LINCOLN CHRISTIAN C.	2.3	49,014	4,835	4,822	359	2,243	2	1	2	22,487	1,399	23,886	25,057	1,688	50,631	6.1
LOUISVILLE PRESBY.	1	65,439	2,751	2,736	239	94	3	3	1.5	33,800	5,083	38,882	67,806	6,332	113,020	13.8
LUTHER (ST. PAUL)	3	103,432	2,854	2,714	497	151	3.5	2.8	1	21,215	2,373	23,588	53,125	1,957	78,670	9.5
LUTHERAN (CHICAGO)																
LUTHERAN (GETTYSB'G)	3	100,718	2,338	1,984	379	1,185	2	4	2	17,534	2,390	19,924	57,158	4,851	81,933	19.8

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		VOLUMES IN LIBRARY (AT END OF REPORT PERIOD)	VOLUMES ADDED (GROSS)	VOLUMES ADDED (NET)	PERIODICAL TITLES RECEIVED	MICROFORM UNITS IN LIBRARY	PROFESSIONAL STAFF (FTE)	NON-PROFESSIONAL STAFF (FTE)	STUDENT ASSISTANTS (FTE)	BOOKS, PERIODICALS, ETC.	BINDING	TOTAL BOOKS AND BINDING (9+10)	TOTAL SALARIES AND WAGES	OTHER OPERATING EXPENDITURES	TOTAL OPERATING EXPENDITURES ((11)+(12)+(13))	TOTAL AS SCHOOLS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
LUTHERAN(PHILAD.)	3.4	107,146	3,272	3,131	502	427	3	3.8	.8	\$21,750	\$ 4,000	\$25,750	\$ 65,353	\$ 3,924	\$ 95,027	15.5
LUTHERAN(SASKATOON)	3.4	25,587	709	703	81	0	0	1	2	5,000	293	5,293	4,380	275	9,948	
LUTHERAN SOUTHERN	1	48,526	2,419	2,419	450	2,872	1	1	.8	19,062	2,183	21,245	20,867	4,120	46,232	9.9
MARYKNOLL	1	63,012	2,111	2,057	340	50	2	3		18,796	3,500	22,296	38,861	9,025	70,182	
McCORMICK	1	161,104	2,295	2,160	696	65,274	5	5	3.5	25,237	2,500	27,737	77,875	42,241	147,843	10.1
McGILL	2	48,564	2,194	2,193	252	5,983	2	2.5	1	11,016	1,050	12,066	38,140	1,084	51,289	19
McMASTER	5	604,309	76,774	71,665	5,505	22,875	39	130.5	14	714,200	33,700	747,900	1,075,700	208,400	2,032,000	7.5
MEADVILLE	1	83,000	1,000	1,000	150	35	.8	.5	.2	4,200	0	4,200	15,600	1,200	21,000	6.4
MEMPHIS	2-4	31,506		3,202	171	230	1.5	2	.5	19,877	1,029	11,906	18,372	8,243	38,701	22.7
METHODIST (OHIO)	1	48,793	3,029	3,029	329	493	2	3	2	22,952	3,289	26,241	44,582	2,783	73,606	12.5
MIDWESTERN BAPTIST	1	58,768	2,443	2,443	200	164	2	2	2	15,596	1,000	16,596	37,531	10,249	64,377	9
MISSOURI SCH. REL.	2	5,836	888	836	114	1	.5			1,772	0	1,772	3,225	250	5,247	3.1
MORAVIAN																
Mt. St. ALPHONSUS	1	54,826	2,506	2,499	585	131	3	2	1.6	14,734	804	15,538	30,353	2,003	47,894	11.4
Mt. St. MARY'S	2,3	66,769	2,288	2,288		325	1	1	3.2	13,399	5,082	18,481	19,323	5,739	43,542	10.5
NASHOTAH HOUSE	1	47,794	1,605	1,224	246	178	1	1	.3	9,618	342	9,960	13,465	10,531	33,956	7.2
NAZARENE	1	43,980	2,408	2,385	334	60	2	2	2	13,865	2,255	16,121	27,696		43,817	13.2
NEW BRUNSWICK	2,4	124,802	1,941	1,941	335	163	2	1.5	1	10,390	1,797	12,187	27,375	961	40,523	14
NEW ORLEANS BAPTIST																
NEWMAN	2	24,000	2,000	2,000	107	0	1	1	2	6,000	1,500	7,500	3,600	300	11,400	10
NORTH AMERICAN BAPT	2,3	41,142	2,552	2,542	288	247	1	2	.4	6,597	1,953	8,550	16,230	336	25,116	11
NORTH PARK	2	43,121	1,330	1,245	336	251	2	1	1	9,061	808	9,869	27,578	946	38,393	13
NORTHERN BAPTIST	3	59,672	1,268	1,268	425	15	.9	2	1	9,302	1,415	10,717	24,736	1,041	36,494	9.9
NORTHWESTERN LUTH.	3	73,533	1,888	1,888	771	443	1	1	3	10,317	1,584	11,721	28,573	2,160	42,454	20
OBLATE COLLEGE SN	3	31,047	1,361	1,233	224	0	1	1	0	5,707	4,070	9,777	8,460	493	18,730	9.4

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		VOLUMES IN LIBRARY (AT END OF REPORT PERIOD)	VOLUMES ADDED (GROSS)	VOLUMES ADDED (NET)	PERIODICAL TITLES RECEIVED	MICROFORM UNITS IN LIBRARY	PROFESSIONAL STAFF (FTE)	NON-PROFESSIONAL STAFF (FTE)	STUDENT ASSISTANTS (FTE)	BOOKS, PERIODICALS, ETC.	BINDING	TOTAL BOOKS AND BINDING (9+10)	TOTAL SALARIES AND WAGES	OTHER OPERATING EXPENDITURES	TOTAL OPERATING EXPENDITURES (11+12+13)	TOTAL AS. SCHOOL AS.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
PACIFIC SCH. REL.	3	92,908	2,533	2,516	473	48,331	.5	1	2	\$20,772	\$ 2,672	\$23,444	\$ 26,874	\$16,217	\$ 66,535	8.8
PAYNE	3,4	12,600	500	500			0	1		3,400	2,625	6,025	5,000	500	11,025	12
PERKINS / SMU	2	142,215	5,094	5,094	1,426	4,350	3	4	2	81,604	2,280	83,883	59,175	4,695	147,753	
PHILLIPS	2	62,244	1,690	784	452	4,262	2	2.4	2	12,276	1,500	13,776	37,556	2,232	53,554	21
PITTSBURGH	1	161,965	4,403	4,403	870	528	3.8	4.8		36,000	7,147	43,147	76,611	2,888	122,646	10
POPE JOHN XXIII	2	19,064	1,554	1,531	264	0	1	3	12	14,104	700	14,804	10,700	2,921	28,425	16.3
PRINCETON	2	308,984	5,270	4,586	650	1,571	7	5.7	1.7	39,952	5,760	45,712	120,981	3,409	170,102	6
REFORMED	1	26,351	2,428	2,248	302	116	1	4	1.5	16,358		16,358	27,982	2,159	46,499	12.4
REGIS COLLEGE	3	83,940	2,560	2,040	365	45	2	2	2	13,792	800	14,592	29,348	0	43,940	2.7
ST. AUGUSTINE'S	3	22,112	318	318	194	50	1	1	1	4,120	565	4,685		1,725	6,410	1
ST. BERNARD'S	2-4	73,497	1,042	1,042	312	60	1.5	1	3	11,537	1,300	12,837	15,204	673	28,714	7
ST. CHARLES BORROMEI	1	155,380	4,380	4,380	660	1,196	7	7.5	2.5	29,478	7,370	36,848	72,721	15,365	124,935	10
ST. FRANCIS (LORETTO)	2	23,853	1,227	1,227	247	369	1	2	1	7,631	1,399	9,030	17,117		26,146	10
ST. FRANCIS (MILWAUK)	2	49,099	1,248	243	350	416	1.5	.5	2	12,868	582	13,450	28,898	1,200	43,548	9.2
ST. JOHN VIANEY	1	47,878	1,622	1,222	450	380	1	3	4	14,015	0	14,015	17,778	587	32,380	12.5
ST. JOHN'S (BRIGHTON)	1	108,350	3,406	3,350	329	246	1	3.5	.5	24,053	2,701	26,754	19,574	2,079	48,607	
ST. JOHN'S (CAMAR.)	2	44,219	2,556	2,304	205	5,489	2.6	2	.6	6,832	30	6,862	35,258	634	42,755	12
ST. JOHN'S U. (COLLEG)	5	229,000	11,381	11,197	1,243	75,023	3	6.5	6	96,983	7,387	104,370	85,294	11,888	201,192	8.4
ST. JOHN'S (PLYMOUTH)	1	24,230	1,864	1,860	259	447	3	1.5	1	9,619	1,998	11,618	13,821	998	26,437	
ST. JOHN'S (WINNIPEG)	5	32,030	2,500	2,480	223	3	1	2	1	11,300	1,425	12,725	21,000		33,725	
ST. JOSEPH'S (DUNN'DIE)	1,4	77,721	2,273	2,273	370	1,233	1	1	.6	20,665	62	20,727	19,758	2,756	43,211	
ST. LOUIS	2	97,612	5,086	5,086	990	411	1	1.5	3.5	24,529	6,968	31,498	30,870	3,056	65,423	15.4
ST. MARY'S (CLEVELD.)	2,3	35,435	1,526	1,449	334	190	1	0	1	13,647	2,487	16,135	14,353	664	31,152	8
ST. MARY'S (BALTIM.)	2	107,500	2,000	2,000	265	360	2.5	3	0	15,594	960	16,554	34,926	3,314	54,794	
ST. MARY'S / ST. THOM.	2	24,853		1,330	212	32	1	1		13,423	1,575	14,998	8,590	2,412	26,000	

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		VOLUMES IN LIBRARY (AT END OF REPORT PERIOD)	VOLUMES ADDED (GROSS)	VOLUMES ADDED (NET)	PERIODICAL TITLES RECEIVED	MICROFORM UNITS IN LIBRARY	PROFESSIONAL STAFF (FTE)	NON-PROFESSIONAL STAFF (FTE)	STUDENT ASSISTANTS (FTE)	BOOKS, PERIODICALS, ETC.	BINDING	TOTAL BOOKS AND BINDING (9+10)	TOTAL SALARIES AND WAGES	OTHER OPERATING EXPENDITURES	TOTAL OPERATING EXPENDITURES (11+12+13)	TOTAL AS SCHOOL AS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
ST. MARY OF THE LAKE	2	120,366	2,802	2,283	438	1,005	1	2.7	1	\$14,370	\$ 2,091	\$16,461	\$ 33,484	\$ 2,081	\$ 52,026	
ST. MEINRAD	5	72,965	3,374	3,374	540	3,770	1	4	1	31,295	771	32,064	41,486	4,959	78,509	
ST. PATRICK'S	2	49,500	1,363	1,363	159	0	1	1	1.5	8,139	158	8,297	19,803	512	28,612	8.7
ST. PAUL (KANS. CITY)	1	53,307	1,500	1,500	350	75	2	3	4	10,041	1,340	11,381	34,777	6,247	52,404	8.5
ST. PAUL (ST. PAUL)	2.3	63,370	1,600	1,550	400	201	2.2	1.6	1	13,048	1,956	15,034	28,876	1,280	45,190	12.5
ST. STEPHEN'S																
ST. THOMAS (DENVER)	5	50,899	5,980	5,970	265	2,290	2	2.8	3	21,488	198	21,680	13,900	2,087	37,847	10
ST. VINCENT (LATROBE)	5	115,308	5,752	1,003	1,016	27,817	5	5	6	15,584	6,784	22,368	22,866	7,597	162,831	8.1
ST. VINCENT DE PAUL	1	25,616	1,175	556	240	6	1	1.5	1	10,924	826	11,750	13,000	821	25,571	8
SEMIN. EVANG. DE P.R.	1	19,700	955	955	172	463	1	1	.5	5,028	141	5,169	11,936	457	17,562	12.6
SOUTHEASTERN BAPT.	1	100,185	3,764	2,589	718	56,897	4	5	2.5	30,128	2,000	32,128	71,046	5,154	108,328	12.2
SOUTHERN BAPTIST	1	204,534	8,270	8,061	1,256	5,100	6	12	8.4	45,189	6,462	51,651	112,620	33,049	197,320	9.4
SOUTHWESTERN BAPT.	1.4	358,761	14,280	13,661	1,510	4,992	9	14	20	55,628	3,553	59,181	151,852	16,115	227,148	11.3
SWEDENBORG	1.4	30,500	300	300	0	0	1	0	.2	1,200	150	1,350	6,000	650	8,000	6
THREE HIERARCHS	2.4	10,350	5,500	5,350	20	50		1	0	12,000	1,600	13,600	4,400	800	18,800	
TRINITY COLLEGE	5	27,410	512	512	54	46	1	1.3	1	3,812	273	4,085	11,104	402	15,591	
UNION (NEW YORK)	2	527,381	6,056	5,343	1,800	2,507	8	15	7	40,335	9,834	50,169	209,506	13,348	273,023	9
UNION (RICHMOND)	1	158,504	9,751	9,218	844	63,936	5	8	6	37,798	2,613	40,411	83,856	7,653	131,920	10.9
UNITED (DAYTON)	3	77,086	2,485	2,257	512	524	2	2.5	1	17,535	1,089	18,624	51,292	2,951	72,867	10.2
UNITED (TWIN CITIES)	3	41,866	3,205	3,097	273	390	1	2	.7	16,421	1,291	17,712	20,347	2,633	40,692	10
UNIV. CHICAGO	2	142,360	3,304	2,848	339	386	1	3.1	1.4	21,230	3,600	24,830	41,200	15,200	81,230	
UNIV. OF SOUTH	2	52,795	4,306	4,306	753	10,188	2.3	1	1.3	21,335	3,157	24,492	34,204	2,454	61,150	5.2
VANCOUVER	2	47,719	3,351	220	161	252	1	3	.5	8,961	817	9,778	24,393	1,361	35,533	11.1
VANDERBILT (J.U.L.)	2	108,316	3,647	3,020	450	1,850	3	4.2	2.2	29,572	4,080	33,652	62,770	12,512	96,422	13
WARTBURG	3	77,919	2,580	2,580	279	50	1	1.5	2	17,283	969	18,252	23,894	5,891	48,037	

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		VOLUMES IN LIBRARY (AT END OF REPORT PERIOD)	VOLUMES ADDED (GROSS)	VOLUMES ADDED (NET)	PERIODICAL TITLES RECEIVED	MICROFORM UNITS IN LIBRARY	PROFESSIONAL STAFF (FTE)	NON-PROFESSIONAL STAFF (FTE)	STUDENT ASSISTANTS (FTE)	BOOKS, PERIODICALS, ETC.	BINDING	TOTAL BOOKS AND BINDING (9+10)	TOTAL SALARIES AND WAGES	OTHER OPERATING EXPENDITURES	TOTAL OPERATING EXPENDITURES ((11)+(12)+(13))	TOTAL AS SCHOOL AS
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
WASH. THEOL. COAL.	1	116,182	4,783	4,255	857	513	7.4	5	1	\$29,427	\$ 1,271	\$30,697	\$ 29,372	\$ 9,069	\$ 69,138	
WATERLOO LUTHERAN	5	40,000	2,000	2,000	330	275	1	2		16,180	728	16,908	18,700	1,100	53,616	8
WESLEY	2,3	75,201	2,675	1,675	500	507	3	3	4.5	20,054	2,039	22,093	63,389	2,322	87,804	8
WESTERN	2	55,728	1,267	1,267	329	380	1.7	1	.3	12,092		12,092	21,766	1,795	35,653	10.4
WESTERN EVANGELICAL	1	23,460	2,151	2,141	250	27	1	2.5		11,652		11,652	11,723		23,375	17
WESTMINSTER	3	60,493	2,774	2,761	400	360	2	2	1	15,530	1,369	16,899	33,163	1,337	51,399	9.7
WESTON	2,3	123,171	2,149	2,099	576	260	1	3.3	.8	19,470	4,079	23,548	24,200	3,622	51,371	12.5
WINEBRENNER	2-4	11,991	590	590	100	28	.5	.5		2,000	700	2,700	4,780	300	7,780	
WOODSTOCK	3	149,598	5,018	5,005			3	1	1	24,500	4,500	29,000	40,425	44,935	114,360	
WYCLIFFE	2,3	31,930	315	- 595	53	0	1	1		2,000	300	2,300	5,400	150	7,850	10
YALE	2	287,189	6,373	5,973	979	2,813	8	10	2.5	41,870	15,000	56,870	183,600	7,416	247,886	

## FOOTNOTES TO PRECEDING STATISTICAL TABLES

American Bapt. West-Cov. Andover Newton	(10) included in (12) & (13). (13) does not include \$6,340 in fringe benefits.
Asbury	(13) does not include \$6,976 for student assistants nor any fringe benefits.
Atlantic	Collections figures include totals of volumes and periodicals added by the merging of Pine Hill Div. Hall with Holy Heart Theol. Institute.
Bangor	(9) does not include \$2,145 from non-seminary funds.
Bellarmino	(12) does not include librarian's salary. (12) does not include contributed services.
Boston U.	(12) includes \$8,000 of work scholarships as student aid not part of the library's budget.
Catholic Sem. Foundation Catholic Theol. Union	Most figures are estimates. (12) includes \$13,800 for contributed services.
Catholic U. of America	(9) does not include funds for periodicals or reference books.
Colgate R./Bexley/Crozer Columbia	(12) does not include fringe benefits. (12) does not include student assistants (c. \$5,000)
Dubuque	(12) does not include fringe benefits, but does include \$2,245 for student assistants from the seminary's financial aid fund.
Earlham	(1) does not include a special "Quaker collection" of 4,000 books.
Emmanuel Sch. of Rel.	(4) primary dependence on Milligan College collection.
Emory	(12) does not include fringe benefits.
Episcopal (Cambridge)	(12) does not include housing for director; $\frac{1}{2}$ to be charged to library accounts.
Episcopal (Phila.)	(9), (10), & (14) do not include \$1,239 of Yarnall Library expenditures.
Episcopal Southwest	(12) includes \$1,953 in student assistants' wages paid from scholarship funds.
Episcopal (Virginia)	(12) does not include wages for student assistants.
Garrett/Seabury Western	(1) based on new inventory of Seabury Western collection.
Gordon Conwell	(12) does not include pension benefits.
Hartford	(12) does not include fringe benefits.
Immaculate Conception	(12) includes \$17,175 for contributed services.
Kenrick	(12) includes \$3,100 for contributed services.
Lancaster	(10) included in (12) & (13).

Lutheran (Gettysburg)	Expenditures figures are for calendar year 1971; Collections and Personnel for academic year 1971/72.
Maryknoll	(12) includes \$24,320 for contributed services.
McCormick	(13) includes heat, light, and insurance.
Memphis	(1) does not include approximately 3,000 bound periodicals.
Midwestern Baptist	(1) does not include periodicals.
Mt. St. Alphonsus	(12) does not include fringe benefits. (12) includes \$20,400 for contributed services.
Reformed	(10) included in (9).
Regis College	(12) includes \$23,300 for contributed services.
St. Augustine's	Contributed services not reported.
St. Charles Borromeo	(1) reflects new inventory. (12) includes \$20,000 for contributed services.
St. John's (Camarillo)	(10) does not include in-house bindery. (12) includes \$18,865 for contributed services.
St. John's (Winnipeg)	(13) absorbed by U. of Manitoba.
St. Mary's (Cleveland)	(12) includes \$10,905 for contributed services.
St. Meinrad	(12) includes \$35,000 for contributed services.
St. Vincent (Latrobe)	(12) does not include fringe benefits.
St. Vincent de Paul	(12) includes \$8,500 for contributed services.
Union (New York)	(1) includes approximately 100,000 volume Missionary Research Library.
Univ. of the South	(12) includes \$3,311 for contributed services.
Vanderbilt (J.U.L.)	(13) includes \$10,760 for maintenance expense.
Washington Theol. Coal.	(1) does not include the 14,630 vols. of the Viatorian collection removed when that seminary closed. (12) does not include \$20,775 for contributed services.
Waterloo Lutheran U.	Report includes figures for the School of Religion and Culture.

## RANK ORDER: VOLUMES IN LIBRARY

(Note: Bars in listing indicate natural statistical groupings)

1. Union (New York)	527,381	6. Yale	287,189
2. Southwestern Baptist	358,761	7. Hebrew Union (Cincin.)	245,800
3. Graduate Theo. Union	318,337	8. Hartford	245,730
4. Harvard	318,287	9. Garrett/Seabury Western	208,400
5. Princeton	308,984	10. Southern Baptist	204,534

11. Andover Newton	178,827	62. St. Meinrad	72,965
12. General	175,228	63. Immaculate Concept.	72,850
13. Colgate R/Bexl/Crozer	170,646	64. Concordia(Springf'd)	69,157
14. Pittsburgh	161,965	65. Amer.Bapt. W.Covina	69,148
15. McCormick	161,104	66. Episcopal(Cambridge)	68,085
16. Union(Richmond)	158,504	67. Howard	67,617
17. St.Charles Borromeo	155,380	68. Mt. St. Mary's	66,769
		69. Bethany	66,316
18. Woodstock	149,598	70. Calvin	65,640
19. Univ. Chicago	142,360	71. Knox College	65,546
20. Perkins	142,215	72. Louisville Presby.	65,439
21. Brite	136,107	73. Lexington	65,194
22. Concordia(St.Louis)	133,490	74. St. Paul(St.Paul)	63,370
23. New Brunswick	124,802	75. Maryknoll	63,012
24. Catholic U. of Amer.	124,000	76. Phillips	62,244
25. Weston	123,171	77. Interdenom.Theo.Cen.	62,160
26. St. Mary of the Lake	120,366	78. Westminster	60,493
27. Washington Theo.Coal.	116,182	79. Catholic Theo.Union	60,000
28. Hebrew Union(New York)	113,000	80. Northern Baptist	59,672
29. St. John's(Brighton)	108,350	81. Midwestern Baptist	58,768
30. Vanderbilt (J.U.L.)	108,316	82. Central Baptist	58,601
31. St. Mary's(Baltimore)	107,500	83. Eden/Webster	57,923
32. Lutheran(Philadelphia)	107,146	84. Bangor	57,606
33. Boston U.	104,293	85. Atlantic	57,140
34. Luther(St. Paul)	103,432	86. Evangelical Luth.	56,346
35. Lancaster	100,980	87. Western	55,728
36. Lutheran(Gettysburg)	100,718	88. Assoc. Mennonite	55,488
37. Southeastern Baptist	100,185	89. Mt.St. Alphonsus	54,826
		90. Gordon Conwell	54,481
38. Bellarmine	99,227	91. Hamma	54,200
39. St. Louis	97,612	92. Dubuque	53,408
40. Austin Presby.	94,590	93. St.Paul(Kansas City)	53,307
41. Emory	93,295	94. Episcopal Southwest	53,036
42. Pacific Sch.of Rel.	92,908	95. Univ. of the South	52,795
43. Episcopal(Virginia)	92,588	96. Bethel	52,000
44. Episcopal(Phila.)	89,555		
45. Iliff	88,157	97. St. Patrick's	49,500
46. Asbury	85,512	98. St.Francis(Milwaukee)	49,099
47. Columbia	85,005	99. Lincoln Christian	49,014
48. Regis College	83,940	100. Methodist - Ohio	48,793
49. Christian	83,250	101. McGill	48,564
50. Meadville	83,000	102. Lutheran Southern	48,526
51. Fuller	80,356	103. St. John Vianney	47,878
52. Eastern Baptist	79,386	104. Nashotah House	47,794
53. Golden Gate Baptist	78,368	105. Vancouver	47,719
54. Chicago Theo. Sem.	78,330	106. St. John's(Camarillo)	44,219
55. Wartburg	77,919	107. Nazarene	43,980
56. St.Joseph's(Dunw'die)	77,721	108. North Park	43,121
57. Andrews(7th Day Adv.)	77,697	109. Kenrick	42,636
58. United (Dayton)	77,086	110. Talbot/Biola	41,879
59. Wesley	75,201	111. United(Twin Cities)	41,866
		112. North Amer. Baptist	41,142
60. Northwestern Lutheran	73,533	113. Evang./North Cent.	40,011
61. St. Bernard's	73,497	114. Waterloo Lutheran	40,000



115. Anderson	39,569	131. St.Mary's/St.Thomas	24,853
116. Conservative Bapt.	37,856	132. Earlham	24,293
117. Emmanuel/Victoria U.	37,762	133. St.John's(Plymouth)	24,230
118. Ashland	36,354	134. Newman	24,000
119. St.Mary's(Cleveland)	35,435	135. St.Francis(Loretto)	23,853
120. St. John's(Winnipeg)	32,030	136. Western Evangelical	23,460
121. Wycliffe	31,930	137. St. Augustine's	22,112
122. Memphis	31,506	138. Catholic Sem. Found.	22,000
123. Oblate College SW	31,047	139. Seminario Evang.dePR	19,700
124. Atonement	30,600	140. Pope John XXIII	19,064
125. Swedenborg	30,500	141. Hood	12,950
126. Trinity College	27,410	142. Payne	12,600
127. Reformed	26,351	143. Emmanuel Sch.of Rel.	12,125
128. Erskine	26,179	144. Winebrenner	11,991
129. St.Vincent de Paul	25,616	145. Bapt. Mission.Assoc.	10,850
130. Lutheran(Saskatoon)	25,587	146. Three Hierarchs	10,350
		147. Missouri Sch.of Rel.	5,836

General Academic Library ReportsATLA Members not Reporting

1. McMaster	628,329
2. Drew	336,431
3. St.John's U.(Colleg)	229,000
4. St.Vincent(Latrobe)	173,396
5. Huron	86,452
6. St.Thomas(Denver)	56,999

1. Aquinas
2. Claremont
3. Duke
4. Eastern Mennonite
5. Lutheran (Chicago)
6. Moravian
7. New Orleans Baptist
8. St. Stephen's

Total 147 libraries: 12,326,071

Mean: 83,851

Median: 63,370

## RANK ORDER: TOTAL VOLUMES ADDED

(Note: Bars in listing indicate natural statistical groupings)

1. Atlantic	15,816	10. G. T. U.	5,876
2. Southwestern Baptist	14,280	11. Harvard	5,760
3. Hebrew Union(Cincin.)	9,800	12. Three Hierarchs	5,500
4. Union (Richmond)	9,751	13. Princeton	5,270
5. Southern Baptist	8,270	14. ColgateR/Bexley/Crozer	5,138
6. Hartford	7,999	15. Perkins	5,094
7. Garrett/Seabury West.	7,305	16. St. Louis	5,086
8. Yale	6,373	17. Woodstock	5,018
9. Union (New York)	6,056	18. Hebrew Union(NewYork)	5,000
		19. Brite	4,836
		20. Lincoln Christian	4,835
		21. Catholic U. of Amer.	4,833
		22. Washington Theo.Coal.	4,783

23. Concordia(St.Louis)	4,769	72. St.John's(Winnipeg)	2,500
24. Asbury	4,509	73. United (Dayton)	2,485
25. Pittsburgh	4,403	74. Midwestern Baptist	2,443
26. Lancaster	4,400	75. Reformed	2,428
27. St.Charles Borromeo	4,380	76. Lutheran Southern	2,419
28. Univ. of the South	4,306	77. Nazarene	2,408
29. Gordon Conwell	3,981	78. Lutheran(Gettysburg)	2,338
30. General	3,970	79. McCormick	2,295
31. Southeastern Baptist	3,764	80. Mt. St. Mary's	2,288
32. Vanderbilt (J.U.L.)	3,647	81. St. Joseph's(Dunw'die)	2,273
33. Boston U.	3,510	82. Hamma	2,250
34. Fuller	3,500	83. Eastern Baptist	2,203
35. St.John's(Brighton)	3,406	84. McGill	2,194
36. St. Meinrad	3,374	85. Evangelical Lutheran	2,162
37. Vancouver	3,351	86. Emmanuel/Victoria U.	2,153
38. Immaculate Conception	3,337	87. Western Evangelical	2,151
39. Emory	3,323	88. Weston	2,149
40. Univ. Chicago	3,304	89. Maryknoll	2,111
41. Bethel	3,282	90. Catholic Sem. Found.	2,000
42. Lutheran(Phila)	3,272	90. Christian	2,000
43. Andrews(7th Day Adv.)	3,237	90. Newman	2,000
44. Concordia(Springf'd)	3,224	90. St. Mary's(Baltimore)	2,000
45. Amer.Baptist W-Cov.	3,223	90. Waterloo Lutheran	2,000
46. United (Twin Cities)	3,205	95. New Brunswick	1,941
47. Memphis	3,202	96. Baptist Mission.Assoc	1,924
48. Interdenom.Theo.Cent.	3,103	97. Eden/Webster	1,896
49. Methodist - Ohio	3,029	98. Northwestern Luth.	1,888
50. Iliff	3,000	99. St.John's(Plymouth)	1,864
51. Conservative Baptist	2,950	100. Lexington	1,837
52. Luther (St. Paul)	2,854	101. Chicago Theo. Sem.	1,818
53. St.Mary of the Lake	2,802	102. Catholic Theo. Union	1,750
54. Calvin	2,799	103. Dubuque	1,749
55. Bangor	2,796	104. Phillips	1,690
56. Assoc. Mennonite	2,788	105. Columbia	1,639
57. Westminster	2,774	106. St.John Vianney	1,622
58. Louisville Presby.	2,751	107. Nashotah House	1,605
59. Episcopal (Phila)	2,711	108. St.Paul (St.Paul)	1,600
60. Wesley	2,675	109. Episcopal(Cambridge)	1,576
61. Episcopal(Virginia)	2,626	110. Pope John XXIII	1,554
62. Anderson	2,625	111. Knox College	1,526
63. Andover Newton	2,610	111. St.Mary's(Cleveland)	1,526
64. Austin Presbyterian	2,608	113. Episcopal Southwest	1,519
65. Wartburg	2,580	114. Howard	1,501
66. Kenrick	2,567	115. St.Paul(Kansas City)	1,500
67. Regis College	2,560	116. St. Patrick's	1,363
68. St.John's(Camarillo)	2,556	117. Oblate College SW	1,361
69. North Amer. Baptist	2,552	118. Evangelical/North C.	1,347
70. Pacific Sch. of Rel.	2,533	119. North Park	1,330
71. Mt. St. Alphonsus	2,506	119. St.Mary's/St.Thomas	1,330
		121. Bethany	1,294
		122. Northern Baptist	1,268
		123. Western	1,267

124. St.Francis(Milwaukee)	1,248	136. Seminario Evang de PR955	
125. Golden Gate Baptist	1,241	137. Missouri Sch. of Rel.	888
126. St.Francis(Loretto)	1,227	138. Earlham	867
127. Erskine	1,224	139. Lutheran(Saskatoon)	709
128. Emmanuel Sch.of Rel.	1,218	140. Atonement	600
129. Ashland	1,200	141. Winebrenner	590
130. St.Vincent de Paul	1,175	142. Trinity College	512
131. Bellarmine	1,152		
132. Central Baptist	1,146	143. Payne	500
133. St. Bernard's	1,042	144. St. Augustine's	318
134. Talbot/Biola	1,009	145. Wycliffe	315
		146. Swedenborg	300
135. Meadville	1,000	147. Hood	100

General Academic Library Reports

1. McMaster	76,774
2. St.John's(Collegev.)	11,381
3. Drew	10,948
4. Huron	6,000
5. St.Thomas(Denver)	5,980
6. St.Vincent(Latrobe)	5,759

ATLA Members not Reporting

1. Aquinas
2. Claremont
3. Duke
4. Eastern Mennonite
5. Lutheran (Chicago)
6. Moravian
7. New Orleans Baptist
8. St. Stephen's

Total 147 libraries: 427,154  
Mean: 2,906  
Median: 2,443

**RANK ORDER: TOTAL EXPENDITURES FOR ACQUISITIONS AND BINDING**  
(Note: Bars in listing indicate natural statistical groupings)

1. Perkins	\$83,883	14. Hebrew Union(Cinc)	\$43,890
2. G. T. U.	80,255	15. Pittsburgh	43,147
3. Harvard	74,240	16. ColgateR/Bexley/Croz.	42,736
4. Gordon Conwell	69,934	17. Union (Richmond)	40,411
5. Southwestern Baptist	59,181	18. Louisville Presby.	38,882
6. Yale	56,870	19. St.Charles Borromeo	36,848
7. Southern Baptist	51,651	20. Andrews (7th Day Adv)	34,724
8. Union (New York)	50,169	21. Vanderbilt (J.U.L.)	33,652
9. Garrett/Seabury West.	49,294	22. Asbury	32,342
10. Concordia (St.Louis)	48,770	23. Southeastern Baptist	32,128
11. General	46,940	24. St. Meinrad	32,064
12. Brite	46,096	25. St. Louis	31,498
13. Princeton	45,712	26. Washington Theo.Coal.	30,697
		27. Andover Newton	29,300
		28. Woodstock	29,000
		29. Episcopal(Virginia)	28,973

30. McCormick	\$27,737	82. Chicago Theo. Sem.	\$15,335
31. Hartford	27,513	83. St. Paul (St. Paul)	15,034
32. St. John's (Brighton)	26,754		
33. Emory	26,647	84. St. Mary's/St. Thomas U	14,998
34. Methodist - Ohio	26,241	85. Pope John XXIII	14,804
35. Kenrick	25,807	86. Regis College	14,592
36. Lutheran (Phila)	25,750	87. Immaculate Conception	14,268
37. Lancaster	25,626	88. Episcopal (Phila)	14,222
		89. Eden/Webster	14,214
38. Fuller	24,960	90. St. John Vianney	14,015
39. Austin Presbyterian	24,908	91. Atonement	14,000
40. Univ. Chicago	24,830	92. Phillips	13,776
41. Univ. of the South	24,492	93. Three Hierarchs	13,600
42. Lincoln Christian Col.	23,886	94. St. Francis (Milwaukee)	13,450
43. Luther (St. Paul)	23,588	95. Emmanuel/Victoria U.	13,370
44. Weston	23,548	96. Baptist Mission Assoc	12,946
45. Pacific Sch. of Rel.	23,444	97. St. Bernard's	12,837
46. Calvin	23,100	98. St. John's (Winnipeg)	12,725
47. Concordia (Springf'd)	22,668	99. Columbia	12,498
48. Maryknoll	22,296	100. Episcopal Southwest	12,493
49. Wesley	22,093	101. Assoc. Mennonite	12,328
50. Boston U.	21,983	102. Bellarmine	12,266
51. Evangelical Lutheran	21,642	103. New Brunswick	12,187
52. Lutheran Southern	21,245	104. Western	12,092
53. Amer. Bapt. W-Covina	20,790	105. Bangor	12,079
54. St. Joseph's (Dunwoodie)	20,727	106. McGill	12,066
55. Eastern Baptist	20,500	107. Memphis	11,906
56. Catholic U. of Amer.	20,119	108. St. Vincent de Paul	11,750
		109. Northwestern Lutheran	11,721
57. Lutheran (Gettysburg)	19,924	110. Western Evangelical	11,652
58. Golden Gate Baptist	19,586	111. St. John's (Plymouth)	11,618
59. Dubuque	19,346	112. St. Paul (Kansas City)	11,381
60. Iliff	19,152	113. Bethany	11,280
61. United (Dayton)	18,624	114. Ashland	10,822
62. Mt. St. Mary's	18,481	115. Northern Baptist	10,717
63. Hamma	18,448	116. Howard	10,550
64. Bethel	18,387	117. Central Baptist	10,254
65. Christian	18,256		
66. Wartburg	18,252	118. Catholic Sem. Found.	10,000
67. Lexington	18,125	119. Nashotah House	9,960
68. United (Twin Cities)	17,712	120. North Park	9,869
69. Interdenom. Theo. Center	17,000	121. Vancouver	9,778
70. Waterloo Lutheran	16,908	122. Oblate College SW	9,777
71. Westminster	16,899	123. Evang/North Central	9,204
72. Midwestern Baptist	16,596	124. Talbot/Biola	9,167
73. St. Mary's (Baltimore)	16,554	125. St. Francis (Loretto)	9,030
74. St. Mary of the Lake	16,461	126. North Amer. Baptist	8,550
75. Reformed	16,358	127. St. Patrick's	8,297
76. Episcopal (Cambridge)	16,181	128. Knox College	7,844
77. St. Mary's (Cleveland)	16,135	129. Newman	7,500
78. Nazarene	16,121	130. Earlham	7,322
79. Conservative Baptist	15,737	131. Anderson	7,283
80. Mt. St. Alphonsus	15,538	132. Atlantic	7,000
81. Catholic Theo. Union	15,500	133. St. John's (Camarillo)	6,862

134. Erskine	\$6,793	<u>General Academic Library Reports</u>	
135. Payne	6,025		
136. Lutheran(Saskatoon)	5,293	1. McMaster	\$747,900
137. Seminario Evang de PR	5,169	2. Drew	116,185
		3. St.John's U.(Collegev)	104,370
138. St. Augustine's	4,685	4. St. Vincent (Latrobe)	72,368
139. Meadville	4,200	5. Huron	29,070
140. Trinity College	4,085	6. St. Thomas (Denver)	21,680
141. Emmanuel Sch.of Rel.	3,141		
142. Winebrenner	2,700	<u>ATLA Members not Reporting</u>	
143. Wycliffe	2,300	1. Aquinas	
144. Missouri Sch.of Rel.	1,772	2. Claremont	
145. Swedenborg	1,350	3. Duke	
		4. Eastern Mennonite	
		5. Lutheran (Chicago)	
		6. Moravian	
		7. New Orleans Baptist	
		8. St. Stephen's	
		9. Hood	

Total 146 libraries: \$3,046,634  
 Mean: \$21,011  
 Median: \$16,554  
 Mean cost per volume (145 libraries) \$7.02/vol.

#### REPORT OF THE COMMITTEE ON SYSTEMS AND STANDARDS

The committee, which met in Berkeley, May 10-11, at the GTU, considered several matters referred to it by the ATLA members or committees.

1) The ATLA Board of Microtext Committee requested that our Committee "examine carefully the microfiche readers currently on the market and discover what, if any," might be suitable for ATLA libraries. The Board of Microtext had considered the possibility of publishing in microfiche as an alternative to micro-filming and was uncertain whether ATLA libraries could utilize this medium effectively.

While the committee cannot undertake to evaluate individual microfiche readers, it has determined that such reviews have been provided through sources published by the American Library Association and the National Microfilm Association, e.g. Library Technology Reports; National Standards Reports; Guide to Microproduction Equipment, edited by Hubbard W. Ballou, 5th edition, National Microfilm Association, 1971; and Microform Review. Such sources indicate that there are microfiche readers suitable for library use ranging from a cost of approximately \$75.00 to \$200.00. Reader-printers are also available at substantially higher expense.

The Committee intends to provide a summary of the characteristics of microfiche readers for future dissemination to the ATLA membership. Because of the wide variety of suitable readers available at relatively low cost, the Committee recommends that the Board of Microtext give further consideration to publication in microfiche.

2) The Committee had received from the chairman a paper describing a plan for coordinating resources among theological libraries in the United States and Canada. The Committee believes that such plans must be encouraged with the specific aim of ensuring that through a program of coordinated acquisitions all major theological resources will be acquired by some library in the United States or Canada. The Committee discussed several plans known to be in the early stages of development, and concluded that these plans might serve as models for an ATLA-wide program in the future. Toward this end the committee recommends that ATLA carefully watch the development of these systems and subsequently undertake a critical review of them as to their implications for the association's membership. The Committee will be pleased to act as a clearing house for the reports of any such innovative systems.

3) As part of the problem of coordinating the acquisition of resources, the Committee considered the question of bibliographic control of fugitive and ephemeral materials in the religious field. Because of the urgency of this problem and its magnitude, the Committee recommends that funds be secured to employ a researcher a) to identify the categories of such materials with their sponsoring agencies, and b) to determine which ATLA libraries have strength in these materials.

Among the types of fugitive materials considered by the Committee were: Christian education curricular materials, locally-produced audio-visuals, religious tracts, pamphlets, underground church, and scholarly papers with limited distribution.

4) The Committee considered the Pathfinders program developed in Project INTREX at MIT. This program is designed to produce basic bibliographic guides for reference work in specific subject areas. The Committee concluded that the production of a series of Pathfinders in religion would be an appropriate activity for the ATLA.

The Committee envisions the creation of a task force of ATLA reference librarians to identify subject areas in which Pathfinders would be most useful, and to assign and coordinate responsibility for their preparation.

5) The Committee wishes to call attention to the proposed International Standard Bibliographic Description (ISBD) which the Library of Congress expects to implement in the United

States early in 1974. It recommends that the ATLA Committee on Cataloging and Classification consider arranging a workshop on ISBD and on other developments in international standardization of bibliographic practices in conjunction with the 1974 ATLA conference.

Respectfully submitted,

Doralyn Hickey  
Robert Maloy  
Stillson Judah, Chairman

#### TREASURER'S REPORT

June 15, 1973

American Theological Library Association,  
Saint Louis, Missouri.

We have examined the accompanying statement of assets and fund equities resulting from cash transactions reflected on the Treasurer's records of the American Theological Library Association as of April 30, 1973, and the related statement of cash receipts and disbursements and changes in fund equities for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. Records relating to the source of cash receipts, other than interest, are not in the custody of the Treasurer of the Association and our examination of such receipts was confined to tests of the deposit of recorded receipts.

In our opinion, the statements referred to above present fairly the assets and fund equities arising from cash transactions reflected on the Treasurer's records of the American Theological Library Association at April 30, 1973, and the cash receipts recorded by the Treasurer and the cash disbursements made by the Treasurer for the year then ended.

Benson, La Mear, Nolte & McCormack  
Certified Public Accountants.

#### STATEMENT OF ASSETS AND FUND EQUITIES RESULTING FROM CASH TRANSACTIONS

April 30, 1973

	<u>Assets</u>	
Cash		\$ 9,166
Time Savings Certificates		<u>90,764</u>
		<u>\$99,930</u>

<u>Fund Equities</u>	
General	\$16,269
Index	71,358
Microtext	<u>12,303</u>
	<u>\$99,930</u>

See note on accounting principles

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS  
AND CHANGES IN FUND EQUITIES  
YEAR ENDED APRIL 30, 1973

	<u>Total</u>	<u>Fund</u>			
		<u>General</u>	<u>Index</u>	<u>Lilly</u>	<u>Microtext</u>
Receipts Identified by					
Board Members As:					
Sales	\$ 61,631	\$ 556	\$48,740	\$ -	\$12,335
Dues	10,278	10,278	-	-	-
Microtext Funds					
Transferred	30,000	-	-	-	30,000
ATLA Library					
Development Program Funds					
Transferred	479	-	-	-	479
Interest	4,917	983	3,442	-	492
Profit Waterloo Conference	<u>358</u>	<u>358</u>	<u>-</u>	<u>-</u>	<u>-</u>
	<u>\$107,663</u>	<u>\$12,175</u>	<u>\$52,182</u>	<u>\$ -</u>	<u>\$43,306</u>
Disbursements:					
Microfilming	\$ 22,913	\$ -	\$ -	\$ -	\$22,913
McCormick Theological					
Seminary	38,000	-	38,000	-	-
Printing	8,133	6,113	2,020	-	-
Travel	4,609	-	2,377	-	2,232
Consultant Program	783	783	-	-	-
Honoraria	3,100	1,400	-	-	1,700
Scholarships	200	133	-	67	-
Officers and Committees	3,722	3,722	-	-	-
Professional Services	1,047	219	1,071	-	( 243)
Other	3,867	1,558	1,283	-	1,026
Fidelity Bond	110	110	-	-	-
Purchase of Equipment	<u>3,424</u>	<u>-</u>	<u>2,157</u>	<u>-</u>	<u>1,267</u>
	<u>\$ 89,908</u>	<u>\$14,038</u>	<u>\$46,908</u>	<u>\$67</u>	<u>\$28,895</u>
Excess or (Deficiency) of Receipts over Disbursements	\$ 17,755	(\$ 1,863)	\$ 5,274	(\$67)	\$14,411
Inter-fund Transfers, Net	-	400	( 200)	-	( 200)
Equities at Beginning of Year	<u>82,175</u>	<u>17,732</u>	<u>66,284</u>	<u>67</u>	<u>( 1,908)</u>
Equities at End of Year	<u>\$ 99,930</u>	<u>\$16,269</u>	<u>\$71,358</u>	<u>\$ -</u>	<u>\$12,303</u>

( - ) Denote red figure. See note on accounting principles.



NOTE ON ACCOUNTING PRINCIPLES  
YEAR ENDED APRIL 30, 1973

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.

The Association does not capitalize amounts expended for equipment or for preparation of indexes and microfilm negatives.

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## PUTTING IT ALL TOGETHER: COMBINING THREE LIBRARIES INTO ONE

by

Peter N. VandenBerge

Several currents in theological education surfaced in the 1960's. First was an awareness that theology should not be isolated from other disciplines of study, but must be enriched by constant dialogue. Secondly, the conviction grew that theological education needed an ecumenical setting where students were exposed to and learned to appreciate the values of different traditions. Thirdly, everyone suddenly discovered that the cost of good theological education had accelerated at such an alarming rate that smaller schools were finding it almost impossible to survive.

In various places on the American scene attempts were made to meet these challenges. The response was not always the same, but in Boston, Berkeley, Chicago, Toronto, Washington, and elsewhere schools began to move together in an effort to solve these problems. Cooperative agreements were signed, affiliations were formed, and theological "clusters" were born. The "consortium", a combination of schools for specific purposes, became a new educational phenomenon.

Colgate Rochester Divinity School in Rochester, New York, was caught in these same currents and found itself unavoidably moving in new directions. At its sesquicentennial in 1967 the School announced that it had formally affiliated with the University of Rochester. While retaining its own Board of Trustees, the Divinity School agreed on a cooperative venture with the University which has offered several advantages. Students registered in each institution have taken courses at the other without paying additional tuition. The libraries were opened equally to all faculty and students. Professors from the Divinity School have taught religion courses at the University. A member of the theological faculty became Director of Religious Studies at the University. Professors from the University have offered courses at the Divinity School. Some joint-faculty appointments were made. Theological students received pastoral clinical training at the University Medical School, and special lecturers were jointly sponsored. This was the Colgate Rochester answer to the need for continuing dialogue with other academic disciplines.

Shortly after this affiliation in 1967 Colgate Rochester entered conversations with St. Bernard's Seminary, a Roman Catholic Diocesan School in Rochester. These two institutions began looking towards closer cooperation and possibly some form of affiliation. The Most Rev. Fulton J. Sheen, Bishop of the Roman Catholic Diocese of Rochester at the time said, "The needless duplication of faculties, the need of dialogue, the recognition of sharing God's Word and the common resolve to be a spiritual leaven in the mass of society have prompted this move to coalition."

It was then that Bexley Hall, a small Protestant Episcopal Seminary in Gambier, Ohio, felt attracted to Rochester. The unusual combination of Baptist and Roman Catholic traditions promised an exciting environment to which the Anglican tradition could be added. Furthermore, to leave a rural setting and come to an urban situation offered several advantages. Bexley Hall severed its relations with Kenyon College and became incorporated as an educational institution in the State of New York. With its equipment, faculty, and student body Bexley Hall moved to the Colgate Rochester Campus in the summer of 1968.

Meanwhile, St. Bernard's began to explore the possibility of leaving its campus to locate on property adjacent to the Divinity Schools. Unfortunately, this projected move has never materialized for a variety of reasons. In 1967, however, there was great enthusiasm for a Rochester Center for Theological Studies, beginning with three members, Colgate Rochester, Bexley Hall, and St. Bernard's. President Gene E. Bartlett of Colgate Rochester described the Center in the phrase, "integration with identity." The three schools would seek to combine, as far as possible, faculties, facilities, library resources, and classes. The coalition was said to be "not a severing of present ecclesiastical affiliation nor a loss of separate identities. Rather it would be an enlargement of relationship that would assure a fully trained ministry for the whole church."

This combination had scarcely begun to function when another school entered the picture. In the winter of 1969-70 negotiations began which brought Crozer Theological Seminary, another institution of the American Baptist Convention, at Chester, Pennsylvania, into the cluster at Rochester. Like Bexley Hall, the Crozer constituency was absorbed into the Colgate Rochester campus without any expansion. Existing facilities were rearranged to take advantage of all available space.

Today there are three schools, each continuing its own name and identity, occupying one campus and engaged in a united program of theological education. A fourth school maintains its separate campus ten miles distant, but cooperates as a partner in a membership corporation in the State of New York, the Rochester Center for Theological Studies.

This has been an exciting story, and one of its chapters is what happened to the libraries in this situation. In less than five years three collections were integrated into one, two being transported over several hundred miles. From the very beginning the founders envisioned one library for all the schools. The plan was to concentrate the academic program on one campus with a united faculty. For each school to maintain its own library and staff, continue its own acquisition program, and circulate its own materials seemed unnecessary and wasteful. The objective was to provide one resource center, preserve the best of each collection, make all resources available to everyone, and seek to serve the educational needs of all.

## SELECTION

In pursuing this objective the initial question was whether it was feasible to integrate all the material, and if not, what should be kept. Bexley Hall had a collection of 30,000 volumes. Of this, 20,000 constituted the working collection, with the remainder consisting of periodicals, rare books, duplicate materials, and some older and unusual titles that had never been cataloged. We decided to bring all of these materials to Rochester. Some suggested that we keep only selected parts of the Bexley Collection, while others urged us to sell the entire collection to Kenyon College or another educational institution. Several factors contributed to the decision to move it all to Rochester. For one thing the collection had a heavy concentration of Anglican materials which we did not have. Furthermore, we could not integrate the collections effectively without examining the books physically to determine condition, similarity of edition, etc. A final factor that favored moving everything to Rochester was that at that time there was space in the Colgate Rochester stacks to house the materials.

Two years later when Crozer came to Rochester the decision was different. Crozer had accumulated over 90,000 volumes and the Colgate Rochester shelves were now full. We recognized also that the Colgate Rochester and Crozer Collections, belonging to schools of the same tradition and similar purpose, would naturally be very much alike. Yet, no two libraries are ever exactly the same, and it was important to preserve the best of both. The process was complicated by the speed with which the negotiations were carried out. The agreement was reached in the late Spring with a resolve that Crozer would open the fall semester in September in Rochester. We were given exactly six weeks to decide which of the 90,000 volumes to bring to Rochester.

We started a selection system by bringing the Crozer shelf list to Rochester. In one afternoon the entire library staff and several volunteers sorted the shelf list cards into rough alphabetical order. Then on succeeding days members of the regular library staff spent at least one hour a day completing the final alphabetizing. Almost immediately, three temporary workers began comparing each card in the Crozer file with entries in the CRDS/BH public catalogs. We separated Crozer cards for which we had no corresponding entry in the CRDS catalog. Two professional librarians spent a portion of each day examining Crozer cards to select titles for which we might want multiple copies and to eliminate materials. The librarian of the American Baptist Historical Society also examined the Crozer file and flagged Baptist-related materials which we should save. Any Crozer cards marked "locked section," and indicating rare books, special titles, and archival records, were automatically accepted.

One-third of the Crozer books were selected for shipment to Rochester. The process was dictated by circumstances and was not without its disadvantages. Two libraries often differ on the main entry for the same book. Working from the cards alone did not

always provide sufficient information, and errors were made. The cards selected were returned to Chester, where the corresponding cards from the public catalog were pulled, arranged in shelf list order, and used to collect books for packing. Books not selected by Colgate Rochester were sold to Baylor University.

#### MOVING THE MATERIALS

The next step was to move the books. Both Bexley Hall and Crozer had approximately the same amount of materials to move the same distance, but we used two different procedures. The company engaged by Bexley Hall devised a unique system for the library transfer. Obtaining storage pallet boxes sometimes used to ship furniture overseas, a moving van was loaded by transferring the books from the library stacks via book trucks to the pallets in the same order as the books appeared on the shelves. When unloaded in Rochester the books were shelved in the same manner. A few errors were made and some books misshelved, but this system worked exceptionally well. The materials were instantly available and usable only a few hours after they had arrived.

Before the move the staff in Gambier had analyzed carefully the shelf space needed for each section of the classification. The staff in Rochester then calculated where we could best shelve each section of the collection. Instead of placing all of the Bexley books in one location, they were spread over five floors, hoping we would not have to move them later. This objective was not fully reached, but we did keep major shifting at a minimum.

Since the mover of the Crozer library was not equipped to use the pallet storage boxes, and we did not have any more shelf space, another system of moving was devised. The Crozer books were picked from the shelves in Chester and boxed in shelf list order. The boxes were of uniform size, except for some folio materials, and were obtained from a box manufacturer. Each box was labeled with a classification number. Crozer began shipping these a few each day by United States mail, using the inexpensive library materials rate. The final shipments came by moving van along with other Crozer equipment and household effects.

The plan called for the books to be stored in a recreation room adjacent to the school gymnasium. The boxes would be stacked in rows so that each was accessible and we could obtain books upon request. Several difficulties developed. Boxes shipped by United States mail were never delivered in any logical or chronological sequence. Boxes shipped on Wednesday arrived before those mailed the previous Monday. Secondly, the packages were dropped just inside the front door, whereas a mover places the materials wherever you wish. Once all the boxes had arrived we had to spread them over the gymnasium floor and regroup them according to classification before stacking them. Thirdly, not all boxes were solidly packed. Books of various sizes taken from the shelves in a specified order, seldom fit tightly into a prescribed carton. Occasionally an overzealous packer, wanting to make the box as

full and solid as possible, grabbed a book just the right size from another row before sealing the box. The classification numbers on the outside of the box did not always correspond to the books on the inside. Since many boxes were not solidly packed, several rows in the storage area caved in after a few weeks and made all attempts to retrieve books virtually impossible. Six months later the Crozer books were moved to the University of Rochester where storage space was available. The books were unpacked and organized on shelves. A student is sent to the University occasionally to obtain Crozer materials when they are requested. The alphabetically-arranged Crozer shelf list serves as the basic tool in locating these materials.

### SPACE

The Bexley Hall Collection had been absorbed with little difficulty, but a space problem soon developed. New shelving was installed on the additional floor as well as around the perimeters of the other four levels, thus providing sufficient space to merge the two collections into one.

When the prospect of the Crozer affiliation became evident, however, no such space was at hand. Storage was the only alternative, and the real question was whether we should opt for an on-campus or an off-campus arrangement. Which situation would provide the easiest access to the materials? If storage space had to be rented, the cost would be an important factor. The ultimate arrangement for storage at the University library was not what was originally planned, but the space was provided as a courtesy by the University which is only ten minutes away from the Divinity Schools' campus.

In 1968-69 when plans for the Rochester Center envisioned the movement of St. Bernard's to a location adjacent to the present campus, the prospect of another 70,000 volumes integrated into a common library was contemplated. This would have required a new or expanded facility. Fortunately or unfortunately, this move has never materialized. Complicating the space problem, however, is the library of the American Baptist Historical Society, located in the same building in rooms adjoining the Divinity School library. This collection is already overflowing and pressed for room. It was hoped that a new facility for the Divinity School would release more space for the Historical Society. Consequently, the space problem has had only temporary solutions. The "putting together" will never be finished until more adequate facilities are available. Each passing year makes the space situation more acute. The present stack is filled well beyond optimum capacity. The integration of materials, during the past five years, has required constant shifting and reshifting. Some of the same books have had to be moved four or five times.

### CLASSIFICATION

The most important decision in the whole process of "putting it all together" was made at the very beginning - namely to



reclassify the materials into the Library of Congress system. Several factors influenced this decision. The old Colgate Rochester classification was peculiar - one of a kind. It was Julia Pettee's first attempt to work out a system for theological libraries. The system had not kept pace with changing times and required extensive revision. St. Bernard's was using the Dewey Decimal classification with the Lynn-Peterson modification for Catholic authors. Bexley Hall was following the Union Seminary system. The University of Rochester, with which an affiliation had just occurred, was on the Library of Congress system. The affiliation of Crozer Seminary whose library collection was classified in the Dewey Decimal system (Crozer had switched to LC in 1969 and only 1500 titles were in that classification) came two years after we made the decision to reclassify. We chose the Library of Congress classification for several reasons. It opened the way for future collaboration in technical processing with the University. It provided ready-made cataloging information, making it possible to process twice as many books as before. Furthermore, the LC system has extensive, up-to-date coverage and has gained wide acceptance among academic libraries.

Reclassification was an expensive undertaking and we needed foundation support or extra moneys to complete it. Some have criticized the decision for total reclassification. They argue that the money could better be used to purchase new materials. An alternative would have been to continue one of the existing systems as the basic classification and freeze all other systems, shelving them in compact position. A third possibility would compact and freeze all existing collections and start all new books on the LC system. We feared though that these alternatives would be inefficient and confusing to both patrons and staff and discourage people from using the library.

The reclassification process began in December 1967 in Gambier, Ohio, seven months before Bexley Hall moved to Rochester. The library staff at Bexley used this interval to advantage by concentrating on reclassification. Purchase of new current publications was suspended, except for a few large sets requiring minimal cataloging. Common uniform procedures were agreed upon by librarians at Rochester and Gambier, covering such details as the exact location of the new call number, the form of writing the number, identification marks, filing in catalogs, and verification of authors' names. Utilizing these seven months, 17,000 Bexley books were moved to Rochester already classified in the LC system. Simultaneously, Colgate Rochester switched to the LC system for the classification of new books, and in June 1968 began a reclassification project to change the old Colgate Rochester books.

Originally, reclassification was expected to take three years, but eventually it was spread over four years. It was easier to extend the cost over a longer period and allowed us to maintain a smaller staff with the right balance of professional and clerical workers. For most of the four-year period six and one-half people plus some part-time student help worked on reclassification in addition to the normal library personnel. The supervisor of the pro-

gram was the librarian for technical services, a member of the regular staff who began the work at Gambier. One and a half persons were professionals while another person, though lacking a library degree, was an experienced cataloger. A college graduate was trained to search for LC copy for the older books. One clerical person spent most of her time typing cards, while others pulled cards, located books, alphabetized and filed cards, marked books, shifted and shelved books.

The program had several interesting features. All the old cards were discarded and new sets produced with the use of a Xerox 914 copier. A Polaroid camera was employed to extract catalog copy from the National Union Catalog. The new public catalog was divided into two parts -- the author-title section and the subject catalog. Instead of typing subject headings on each card, guide cards were prepared and all entries on the same subject filed behind the guide. The author-title catalog includes added entries for editors, translators, and series. LC subject headings were used exclusively and the LC classification and cataloging accepted with virtually no changes. Periodicals were not classified but integrated in a common alphabet. As we progressed the collections were thoroughly weeded by discarding duplicate copies and some obsolete titles. Books withdrawn over the four-year span equalled approximately the number of new titles added, so the collection remained at zero growth. The original goal was reached by May 1972 with 118,607 books processed, including the work at Gambier. In addition more than two thousand Bexley periodical volumes were added with new cataloging and 16,139 volumes were sold in large and small consignments to other educational institutions.

A few portions of the original Bexley Hall and Colgate Rochester libraries still await reclassification -- such as the rare books and seldom-used titles, archives, and miscellaneous uncataloged foreign language materials. The regular library staff gradually expects to complete this work. The lack of adequate funding and deficit financing, has made it impossible to start work on the Crozer collection. It is still not all put together.

#### COSTS

How much did it cost to put it all together? Did we save money? When Bexley Hall affiliated with CRDS and came to Rochester, a transitional budget was proposed and raised to cover the costs of bringing the two institutions together. In this budget \$219,000 was for the moving, housing and reclassification of the libraries, of which sum \$199,000 was expended. Moving costs were \$4,734. New shelving and changes in the Colgate Rochester building to accommodate the library cost \$30,952. The reclassification expenditure totalled \$163,475. The reclassification costs for 17,000 volumes done at Gambier was a low 57¢ per volume. The costs for reclassification at Colgate Rochester were \$1.506 per volume. These were not the total costs, but the additional money spent in reclassification, since some of the work was absorbed by the regular staff. Any accounting of expenses should also note that we earned \$29,000 by the sale of duplicate and discarded books.

In addition to the new reclassification staff, some workers were added to the regular library staff, the cost of which is not included in the above figures. One professional librarian from Bexley Hall joined the staff in Rochester as Librarian for Technical Services. Another position was created for a cataloging assistant. When the Crozer affiliation occurred, no members of their library staff were included in the move. Expenses of the transition were defrayed from funds available at Crozer and no provision was made to finance reclassification.

The initial costs of "putting it all together" were high, but once this was accomplished we have operated economically. The sum of the library budgets for the three schools in the last year that they operated separately totalled \$146,866. The current operating budget for the one library serving three schools is \$122,000. The largest annual expenditure by any one of the schools for book purchases prior to affiliation was \$12,571. Today the amount budgeted for books is \$33,000.

#### LEGAL QUESTIONS

Another important dimension of the process was the legal one. Will that which has been put together, stay together? What danger is there that this House of Books will suddenly fall apart?

The official agreement between Bexley Hall and Colgate Rochester contains this paragraph about the library:

The Bexley Hall Library, subject to the following, shall be integrated with the Colgate Rochester Library and operated as a single library. Bexley Hall, however, shall retain title to all books received from the former Bexley Hall Library at Kenyon College and all books purchased subsequently with funds of Bexley Hall, the use of which was limited to library acquisitions. Colgate Rochester shall maintain, as far as possible, the identity and integrity of any special collections in the former Bexley Hall Library and shall provide for the preservation and protection of any rare books and the continued recognition of any memorials. In the event that this joint enterprise should ever be dissolved, Colgate Rochester shall have the option to purchase any or all books owned by Bexley Hall except the rare book collection, which collection shall be inventoried at the time of transfer to Rochester.

This statement was supplemented with a memorandum of understanding which interprets and expands the basic agreement. The ten points of this document read as follows:

1. Books shall be shelved together in a common system.
2. There shall be one library staff and program and the librarian shall have full responsibility for the entire operation.
3. The librarian, with the advice of the Faculty Library Committee, selects and purchases all books and other library materials and determines which titles shall be designated as Bexley Hall property.
4. The cost of all books "purchased subsequently with (restricted)

- funds of Bexley Hall" shall be regarded as the price paid for the books themselves plus the cost of ordering, cataloging, preparing for circulation and binding.
5. The librarian is authorized to withdraw and discard unneeded books without giving preference to their origin.
  6. Any money realized from the sale of duplicate volumes, resulting from the combination of the two collections, shall be added to the unrestricted Bexley Hall Endowment Fund.
  7. Bexley Hall books shall be identified by an appropriate mark or bookplate.
  8. "Special collections in the former Bexley Hall Library" refers to the "rare books collections."
  9. In case of dissolution, all costs of decataloging shall be borne by the withdrawing institution.
  10. This understanding shall be subject to periodic review, especially when other libraries are added in the development of the Rochester Center for Theological Studies.

Thus far the agreement has worked satisfactorily. A simple procedure was devised to fulfill the stipulations of Bexley Hall endowment funds, the use of which was limited to library acquisitions. These moneys amount to approximately \$6,000 annually. Once a year for a period of six to eight weeks all new books received are given a special Bexley Hall bookplate until an amount of \$3,000 in purchases has been reached, then normal marking procedures are resumed. The remaining \$3,000 was regarded as the cost of ordering, cataloging, and preparing these materials for circulation. The purpose of the supplementary understanding was to remove ambiguities, to make the implementation of the agreement as simple as possible, to avoid extra and unnecessary administrative and clerical details, and to preserve the unity of the collection for the future. Merging libraries is undesirable if the results add extensive restrictions or costly procedures to the library program.

When Crozer joined the Center in 1970 the exact language of the Colgate Rochester/Bexley Hall agreement was used concerning the libraries although the circumstances were slightly different. Crozer had the privilege of selling a portion of its library before moving to Rochester and retaining the proceeds as Crozer endowment. The stipulation about "the rare book collection" was vague because Crozer did not have a carefully-designated, neatly-separated collection of rare materials. Unfortunately no provision was made in the financial arrangements for money to reclassify the Crozer materials brought to Rochester.

#### CONCLUSION

One or two experiences at merging libraries does not qualify a person as an expert and therefore these conclusions have limited validity. Since no two libraries are alike, each situation requires a different approach. Some libraries ought not to be put together, since the time and effort required would not be worth it. When the effort appears desirable, carefully consider the costs and other problems that might result because of the merger. Many administrators do not understand the complexities of integrating two collec-

tions. A naive idea persists that books from two libraries can be shelved together in one simple motion. On the contrary, it is an operation that requires time, evaluation and extensive planning.

But putting libraries together can have advantages. It is possible to realize long-term savings and to build and maintain a collection of superior worth. By this process the largest of the three schools in the Rochester Center experienced a 50% increase in library resources. A second school has doubled its library collection, while the smallest school can claim a library that is five times its original size. Free church or Anglican, Black or White, man or woman, all can find materials to support their interests as well as many other resources. The day may come when by electronic wizardry and the pushing of buttons the whole world of knowledge will be mechanically at our finger tips, but will we ever outgrow the need for well-organized reference collections and rows of stacks or reels of microfilm that you can actually hold in your hand? Somehow that is all part of putting it together.

## HISTORY AND FUTURE

by

Samuel Laeuchli

[The following is a precis of the banquet address prepared by President J. D. Batsel]

In his banquet address on the subject of "History and Future", Samuel Laeuchli of Temple University, said that he was speaking out of his life situation in the crises of America. The trifold basis of that situation is pluralism, the rapidity and pervasiveness of change, and the nature of the crises themselves.

"I would say that I am in the midst of a phenomenal intellectual and social struggle about the meaning of religion...is there a future to religion, to myth, to the church?" Laeuchli equated myth with theological language and pointed out the distinctions between religion, church and language. These is a polarization taking place in religion, he said, in the world religions and within Christianity, into fundamentalistic interests and liberal/social interests.

Laeuchli was emphatically affirmative in answering the question, 'is there a future for religious language, myth, tradition?' "I would opt for history. That is to say, in order to have a future, I would claim that we have to have a history". The creative people are those who know their past. "The trouble with the radicals who claim you have to create a new world without history is that they do not know what history is...History is a loaded term, because history is ambiguity at its deepest...when I teach history I enter the profound conflict between continuity and discontinuity...That is to say, when you say history, when you say the past, you speak about something that is dead..." Even the most recent moment is irrevocably gone. Using as an illustration the honoring of four of ATLA's members who are retiring, Laeuchli said: "The four people who talked and the four people who were talked about--that's not the same thing. Something is remembered--that's the glory of it. In man's memorializing, something is brought back to life--perhaps just a vision; part is illusion, part is beauty, part is projection. And out of that, man lives. Out of history man creates his future." History is the attempt to objectify the past--"History means conflict. I think always when history becomes really understood it leads us into a conflict...There are different ways to translate (history), to bring it into the present...You have to understand history, and understanding means you translate it into my world... We should break with history in order to understand it...Obviously there are some people who cannot face history, so there you have people who cannot face themselves. You have people who are so totally nationalistic that they cannot raise the critical question about America, or about England, or about Egypt. Then you had better not teach them. But if they can face it (and break with it), it is that breach which is capable of leading them on."

In dealing with the "future" of the topic, Laeuchli described the assaults on mythic language by contemporary scholars, and the attempts to save mythic language on the part of religionists by using it uncritically. He is looking for an alternative way to deal with that situation. "I think man as a historical being cannot break with the past...Really, we live in a post-mythic world. The moment you know a myth is a myth, you no longer really think; you see it--over there...The mythic world has collapsed. If you would like my little contribution tonight, I think it had already collapsed with Paul. Already Paul allegorized, interpreted, broke with the Old Testament marks,...The early church fought for 400 years over whether there was one God or two...The security of mythic language is gone."

"What do I do with it then? In the first place, realize that something very deep happened to mythic language." In religious language belief and unbelief are very closely related...It is not a language of philosophic propositions, but it is mythopoetic language. Laeuchli acknowledged here his indebtedness to structuralists who take us beyond the meaning of words to the meaning of frameworks, designs, or structures in language.

"At heart human language is ambiguous...Whenever man's language is really creative it is ambiguous. It doesn't fit. It doesn't work...The early Christians really never made up their minds if they had one God or two, if Christ was a person or a myth, if he was light or savior, if he was a divine being or a logos. They never knew. And it is in that phenomenal ambiguity that religion functions." That is positive, not negative, Laeuchli asserts. "That's its genius!"

Laeuchli called for a return to myth, not in the Bultmanian sense, "but to myth as a poetic structure of life." He cited Genesis 3 as an example of linguistic reality in its mythic structure, presenting the issues of knowledge, guilt, nakedness, man/woman, the gift of paradise and the loss of that gift. "You see, there is a language reality which is as powerful and as creative as social and physical reality...I would suggest...that the mythic tradition (Genesis 3), the theological tradition...has a great deal to say in shaping the future."

Laeuchli insisted that one who has not come to terms with his own past, understood it, and broken with it, cannot ever become a creative person, i.e., one who can shape the future. "That is to say, any discussion on what America is about in the next hundred years (will) have to take seriously that the 18th century (America of 2 million, with a small, beautifully educated elite) is gone...Creativity comes in that tangent between the past with which we have broken and yet to which we are related...I think that tension between our past which we affirm and the past with which we break is not merely intellectual...the religious tradition means... that the tensions of life are acted out. And it is that understanding of the liturgy...of the poetic validity of the world, of the dramatic quality of the world, which has led me toward the poetic element in theology and toward the dramatic element in research."

Laeuchli indicated that he did not expect others to become poets or dramatists. "What I do mean to say is that in order to have that confrontation between the Genesis myth which is dead and the Genesis myth which can live again, I would have to go to real life, to experience a deep experience...somewhere you go into the depth of life and the depth of life is in our language, our poetic language, our dramatic language." That is, it is language which is acted out, like the liturgy of the early church which required kneeling, raising the hands in prayer, breaking and giving bread, giving and drinking wine together. "It is that total experience which has led me to write in poetic forms at times simply to express this totality."

Laeuchli concluded with a reading of a poem which he had written out of the Genesis myth of Noah, which reading embodied the thrust of his address.



## THE FUTURE OF EDUCATION

by

Robert Theobald

[The following is a summary of a videotape presentation by Robert Theobald, which preceded the in-person panel. Later in the conference a question and answer session was facilitated by amplified telephone hookup.]

This videotape presentation is an opportunity to talk to you without travelling, which is an extraordinary waste of resources, particularly time. This doesn't mean there are not occasions where human contact is essential, but there are occasions where it is possible to learn as much from videotape and a telephone conversation as from personal presence, and with much less expenditure of time and effort.

The basic question about education is whether it is going to continue along the same lines as at present, or whether there are going to be dark and pervasive changes. Despite all that has been said and thought in the sixties and early seventies, the educational system is essentially what it was. We have new words and descriptions, but the teaching process remains the same. We assume there is a class of people called teachers who know and a class called students who ought to know. But basically this isn't true. A great deal of the knowledge we pass around is obsolete. In addition, schools are "reality-pulled." That is, you learn less in the classroom than you do in the street by actual living.

There is an old classic kindergarten story about two kids who while going down the street are watching planes overhead and are easily identifying each one. Eventually they come to the door of the kindergarten and one says to the other, "Now why don't we go in and string those darn beads?"

College classrooms have much the same quality. "Why don't we go in and learn about the economic theory?" We know it's nonsensical, but we have to jump through that particular hoop to come out of college with a degree, and somehow that degree will be valuable.

The problem of overqualification is becoming more and more prevalent. It doesn't follow anymore that, naturally, the better education you have the better off you are.

We will either see massive changes in education as part of a massive change in culture, or the culture is not going to survive. Being human, we assume the continuation of systems without change. Yet when we look at history it is clear that cultures have collapsed, and essentially because their cultures be-

came inappropriate to the times. Our time is radically different from the cultural patterns, the behavior patterns and the values which we accept.

Take, for example, the field of abortion. In opening the issue some of the most basic assumptions of our particular culture have been challenged, the assumption prevalent in the West that life is always valuable. We have a funny pattern, of course, for we say dogs and cats, if they are ill and suffering, should be allowed to die and not suffer. But for human beings who are ill, and ill to death, we insist they live. My point is simply that you can prove our culture is no longer capable of handling the real situations in which we are living. The historical result is that we will not survive, just as the Greeks, Romans and Spanish didn't survive, at least as great powers.

We are therefore, confronted with a new situation: how does a culture set up an educational system radically different in nature from any educational system up to now?

Educational systems have been conservative, trying to conserve the past and pass on to people what the culture knew. It was assumed that if parents knew it, and even better, grandparents, it must be good for the young people. Thus, we say the older a person is, the wiser he is and the more he has to teach.

We must beware lest we get in the reversal business and say if it is not the oldest, it is the youngest. Therefore, we should send all people back to college. What we have to say is we no longer know who the teachers are. We must get away from the model that one teaches on a continuous basis because he knows all about a particular subject. We need to get to a recognition that educational leadership switches with the article being discussed. At one point one person says, "I've been through this; I can help with that. I'll lead the discussion for the time being." Then someone says, "Hey, I can handle that!" If no one in the group can handle the problem, other sources need to be found.

This is a disturbing thing to handle because we are not accustomed to that sort of authority system--a system where leadership changes with competence.

What can we see happening to colleges and universities and high schools that are going to survive? It seems to me a lot of them are going to go down. We see this happening as the money the country is willing to put into education is declining.

But who can survive? It seems we will have to move in two directions.

One direction is toward the college being the brains of the community. In a sense college reintegrates into the community. And technology allows us to do this. We have telephone lines, cable television and all sorts of things. We can have the college without any particular locus but simply as the intellectual entity of the community.

At this point everyone becomes student again, and everyone becomes teacher. We move toward this by ceasing to assume that students are necessarily young, by ceasing to assume teachers are necessarily full-time. We begin to say, "Look, we have a mixed classroom. Some of the students are older than the teachers." We get an interesting different pattern of education when someone can say, "Now look, that may be what the textbook says, but I do this job, and it doesn't work this way." The problem here is resistance.

The problem in the other style is also resistance--the style where you say a campus will deal with a particular issue, whether it be poverty, or environment, or housing, or international relations--and you deal with what I call a problem-possibility mode. Here is a problem, let's say poverty. The problem provides us with a possibility for action. Because people are aware of poverty, they are willing to act. But you do not solve poverty directly, e.g., by a War on Poverty, because poverty is part of a system in which we presently operate. You abolish poverty when you change the system. Another example, you do not solve our international problems by the United Nations, which is part of an obsolete nation-state order with all the problems of the nation-state. You produce a new model for international relations and start to destroy the meaningless pattern of loyalty to the nation-state. I'm not saying you should not feel loyalty to a nation-state, but you simply don't say, "My nation right or wrong," in this new world into which we are moving. This requires a totally different form of education because understanding the problem is the important thing.

I am suggesting that only two forms of colleges will work in the future, one where education becomes a part of life itself, and secondly, some very specific educational institutions which will deal with particular problem-possibilities where people come together for that particular job. That seems narrow, but any real problem involves everything from the sciences to social sciences, to art, to video techniques.

Will education change? Can education change? That is part of a bigger problem; can our culture change? I would guess on the basis of the evidence that it cannot. I do not want to be pessimistic, but we are not really going anywhere until we recognize how difficult the problem is. We have been bluffing ourselves the past ten years suggesting that change is easy, it comes about by good will and if only people were nice, everything would be right.

I think there are some known rules for the social change process. But you can do as much harm as good by trying to get social change without understanding what you are into. You do not have the right to play with people's lives or their institutions unless you know what you are doing. We operated wrongly in attempting to abolish poverty in the sixties. In Head Start we started expectations which we now find we cannot fulfill. We told

people, "We will get you out of poverty!" We started programs which we called experimental; then we said after three years, "O, we're sorry, they didn't work out. O, you've changed your life-style? Well, tough, that's not our responsibility."

We need now to recognize that schools and colleges are, in their present form, obsolete. They came out of an extrapulous pattern. We started by saying, "Everybody ought to read, write and figure." We put everyone in school and said, "Unless you can read, write and figure, you cannot function." Not a bad idea! Then, somehow, we said, "Two years of schooling is good, four years is better. If four years is good, eight years is better; and if eight years of schooling is good, sixteen years is better. And if sixteen years is good, twenty-four years is better." There doesn't seem to be any end to the progression. We have never asked the question, "At what point are we ceasing to learn meaningful things?"

There are reasons why it is going to be difficult to change education. What would happen if all the people now in college came onto the job market? Very obviously, there would be trouble, and there would be pressure to keep people in schools and colleges.

It is a peculiar world wherein if you leave school at sixteen you are an adult, but stay in school until you are twenty-two or twenty-four and people assume you are incapable of making intelligent decisions. The only place we allow young people in college to make intelligent decisions is with regard to the opposite sex. In other words, you can relate to other people, but you can't go out in the real world and act. Then we think it funny that young people seem to be terribly hung up on sex. It's the only way they are allowed to affect other people.

The whole idea of young people between ages sixteen and twenty-two being in school is probably crazy. It is the time when they are most interested in action--in doing things and watching things happen, rather than using their brains.

Of course, education is necessary for any culture. People have to learn about the world in which they live. But education in today's style? I don't think so! We teach people "realities" that are not real. It is making people less capable of living in the world in which they all live.

We have been very upset with our young people. We were upset in the fifties because they were apathetic. We were upset in the sixties because they wanted change. And we are upset now, and we don't quite know what we are upset about, we know that there is something wrong with our young people. I think it's about time to recognize what's wrong is what we are doing. We cannot expect young people to save the world; we cannot expect them not to save the world. They are part in the process with us. Both the suggestions that they shall save, or that they are no part of it, are equally immoral. Young people have more information earlier than ever before in history; they are grown up at an age which is

inconceivable in a sense in any other culture, even if you forget the fact that adolescence is a Western invention.

If we continue to say to young people, you can't do anything meaningful until you are twenty-two or twenty-four, we really will throw away our only remaining hope of getting change. People can't be put off that long without getting cynical.

## THE FUTURE OF TEACHING THEOLOGY--MEDIA

by

Paul Hessert

The "crisis in communication" to which Marshall McLuhan has called popular attention has brought into question the dominance of the printed book and the cultural world which stands in immediate relation to it--a method of knowing, a way of seeing and understanding, indeed, the very tissue and fiber of reality. The "crisis" was foreshadowed in the development of "life" as against "book" curricula in the primary and secondary schools. And it was implicit in the general approach of the social sciences where investigation and experimentation almost totally supplanted introspection and speculation as procedures.

Throughout this changing scene, however, theology held to its "book" orientation for a number of important reasons. For one thing, its more recent history was virtually identical with the history of the Western university and the publishing industry, so that for many, "doing theology" was synonymous with glossing and commenting on what other theologians had already written. Further, theology retained a character as a meta-science, that is, a discipline at least once removed from the raw stuff of life. It was reflection upon reflection, and in this respect was more akin to literary or artistic criticism than to literature or art itself. Again, its close ties with a particular tradition and its role in the continuation of that tradition seemed to remove it from the more innovative and immediate modes of reflection and committee it to modest variations within a fundamentally single approach. Outsiders are more impressed with the sameness of theological thought than with its variety. So dominant is this literary tradition that Edwin Muir could write that the Word once made flesh has become only word again.

There are religious traditions in which such exclusive concentration on text (in the narrow sense) would be thoroughly appropriate. But it is strange to a faith which finds God's revelation primarily in history and takes incarnation as its dominant category. Without depreciating the texts, ought we not to be more concerned with the kinds of events in which the prophets saw the hand of God? Ought all of our concern with history be

occupied with the categories of historical interpretation rather than with the uniqueness of continuing events themselves? What about those people never sufficiently initiated into the mysteries of the book world who then must live in a strange dependence upon the mediation of a university-trained priesthood? Is secularism our real problem, or is it rather, as Ivan Illich suggests, that the schools have become the religious establishment of the twentieth century?

One way out of the impasse is plain neglect leading to a later reconstruction: that is, when the old priesthood is displaced by neglect except on the esoteric frontiers of life then the role of interpreter is assumed by some other agency. But a change can also be brought about by a conscious appropriation of new insight in the theological tradition itself. An adaptation can be made in theological training so that the materials with which the student works and on which he reflects are expanded beyond the traditional theological texts.

The beginning of the process, though still print-bound, is to use written sources outside the familiar theological tradition or to approach theological study along interdisciplinary lines. For one thing, such an approach often indicates common cultural themes which run all through a society and find such diverse articulation as economic theory, biological classification, anthropology, theology, and even popular songs. It serves to indicate that what binds a culture together is its own unique combination of elements rather than some external cord.

The impact of the Enlightenment, which reversed the direction of meaning of religious language, on the intellectual development of the West makes this especially important. Classical theology, building on an essentially Neoplatonic base, held that one had to use the language of earth to speak about divine reality. Since the whole of the created order was the handiwork of God, it all symbolized him, pointing beyond itself. The Enlightenment reversed this by making religious language and symbol only a variant way of speaking of the things of this world. Thus, the divine commands were understood as but another form of the moral law inherent in each man; or, the fanciful vocabulary of religion was a way of presenting the same reality which scientific language could more adequately spell out; or, the entire theological vocabulary was but a confusing form of human self-understanding.

In the investigation of the transmission of tradition in a small community not too far from here, one of my students discovered that prior to 1840 most any public issue could be discussed in theological terms. The question of who should bear the franchise, for example, could be and was intelligently debated in terms of election and atonement--did Christ die for some men or all men? But after 1840 the specifically theological language disappears. Did theological concern cease? Or, must we now look for it in the secular language of popular issues? And if so, how is it to be extracted therefrom?

William Clebsch has written an interesting paper on theological interpretations of the Civil War, working with recognized theologians on both the northern and southern sides. But what about the theological interpretations (interpretations with theological significance) made by non-theologians? Should American theology be taught from Henry Ward Beecher or Mark Twain? From Harry Emerson Fosdick or H. L. Mencken? The question must be a viable one for theological students through the availability of appropriate resources.

All these, of course, are still literary sources. Writing and print are the most effective means of preserving certain aspects of human life and thought. But bordering on the use of such explicitly literary materials with familiar procedures of interpretation are quasi-literary sources--found in print, but requiring other ways to be opened. An obvious example is the use of published advertisements. There is plenty of raw data for analysis and exposition in the file of Life or the Post, or, reaching back further, McClure's Magazine. A single student or whole class can have a fascinating time of it juxtaposing theological histories with these commercial windows to the times. Or, more removed, one might examine the make-up of newspapers--not the Times so much as the local dailies and weeklies. What is the significance of their having nearly a whole page of a four-page format devoted to articles on medicine and health? What is their relation to the health concerns which is characteristic of American-born sects? What about the metaphor of sickness (rather than ignorance and sin) as the key to the human plight?

A good art museum is invaluable for opening up understanding of a given period or of the direction important transitions were taking. But there is also architecture--the layout of cities, the organization of the central core of communities. Referring again to the study of the transmission of tradition I mentioned, we found that the court room and the Protestant sanctuary are virtually identical, but that the court house, not the church, was the center of the nineteenth-century community. Today it may be the parking-lot/shopping-center complex. Whereas formerly pupils in school could watch the life of the village in progress, today they are isolated in remote locations accessible only by bus or auto.

The questions rapidly multiply, but they do so in the attempt to understand something inaccessible through books (of the usual sort) though indispensable to the matter of who man is, and what his springs of action are, and what fascinations, revulsions, preoccupations characterize his life. And it is these things, so learned, that constitute the content of the theological concepts and structures that we discuss. If there is a concept evolution traced from one generation of theologians to another and one school of thought to another, there is also a content evolution which must be worked out from sources in the culture at large. Theological education must deal with both. It must deal with both if theology is to be something other than a diversion from what are taken to be the decisive "facts of life."

## CASE STUDY METHOD IN TEACHING THEOLOGY

by

Keith R. Bridston

Some of the pre-Socratic Greek philosophers became fascinated with the phenomenon of change. Could one step into the same stream twice? Evidently not. But could one step into the same stream even once? To some extent we are faced with the same problem today. When I first began teaching theology in Indonesia I thought that the rapidity of social change was peculiar to the newly developing countries of the Third World. Now, of course, I realize that it is a global phenomenon. And it is something that has to be taken into consideration in teaching theology--everywhere, whether in Sumatra, or Berkeley, or Cambridge.

This raises a dilemma for the theological teacher in respect to the materials which he uses. Not only are the books in the libraries outdated at an increasingly fast pace, even those books which are written and not yet printed are made anachronistic by the torrential flow of events. Paul Tillich proposed the use of the "correlative method" in systematic theology in which "existential questions" would be related to the Christian symbols. Almost by definition, however, the process of writing and printing books is outrun by the volcanic eruption of such existential questions. It is for this reason, I believe, that many courses--not only in theology--have almost completely abandoned the use of books and depend entirely on xeroxed copies of articles which have not yet been printed even in journals and papers and may never be. Ad hoc reigns in the halls of learning.

What this implies for the traditional organization of libraries, for instance, is not within my competence to say. It does suggest, however, that classical models for teaching such subjects as systematic theology will have to be radically recast to keep up with the accelerating changes in the church and the world. Certainly some of the "existential" questions in theology are perennial as an overview of the history of doctrine will show. Yet even these take on their own peculiar form and coloration in a particular historical epoch. Is the search for "putting it all together", for identity, for integration, so characteristic of the younger generation of today, one such of these perennial questions? Part of the task of theology is the diagnostic analysis to find out. Other similar contemporary "questions" could be cited.

I do not think I have to explain at length why this is such a difficult and delicate enterprise. But it may be necessary to explain how the case method is related to it. It is very easy, as psychoanalytic experience shows, to "project", "distort" and "cancel" in the analytic process, particularly in regard to "existential" or "depth" problems. This is particularly true if there is a strong doctrinal or ideological bias on the part of the



diagnostician. We tend to detect those questions which are supportive of the doctrine or theory and to avoid or repress those which are not. Change is threatening--understandably. It is important to understand, both for the student and teacher, the way in which change--actual or anticipated--can trigger this defensive resistance to new problems and questions for which there seem to be no precedents or predetermined answers. And so we are inclined to remain with the set agenda, with the issues of the past, rather than courageously attacking the new emergent existential questions. The case method is one, among other, means of guarding against this subjective skewing of the data which can lead us as General Gavin of Arthur D. Little has said, "to look at the future in a rear view mirror."

This happens in two ways.

First, the cases are researched, developed, and written by case-writers who are not parties in the case. They do not, insofar as is possible (and, of course, pure objectivity is unattainable), impose their views, opinions, or interpretations on the data. That is left to the students and to be thrashed out in the classroom discussion. The basic model for the case method we have adopted for the Case-Study Institute is that of the Harvard Business School. In an article in Fortune describing the curricular program, Professor B. J. Matthews, Jr. is quoted as saying, "Perhaps the most helpful, practical thing the students learn is how to construct logical ways to attack almost any conceivable business problem. They are taught to break the problem down, analyze it, and make strategic decisions based on facts." This is indispensable, he goes on, for those "whose careers will depend on their ability to answer questions that have not even been asked yet." (Fortune, Feb. 1972, 108ff)

As this indicates, the case method of the Harvard Business School is designed to develop those skills in the students which will enable them to cope with change. The variety of the cases dealt with in HBS and the rapidity with which they are studied and discussed--generally three cases a day, one for each class session--anticipates the pace which the future manager will have to cope with in his professional practice. The role of the future minister is significantly different, in several respects, and his training should reflect this. Yet, there is certainly some transferability from the HBS model to the theological world insofar as a process has been devised to help the future professionals prepare themselves through skills and insights to be able "to answer questions that have not even been asked yet."

In other words, a series of cases are not intended to be an exhaustive catalogue of all the questions that experience has shown to be "existential" up to this time. Rather the cases present a spectrum of "types" of questions that the practitioner is likely to meet in his work in the future. Most of all, the cases are intended to indicate that there are seldom clear-cut, unambiguous answers to questions or solutions to problems met in pro-

fessional life. In that sense, the future can only be anticipated by the ability to cope with it when it arrives. This is the first way in which the case method helps to respond to the fact of rapid and radical change processes.

Second, a set of cases for a course is a much more flexible instrument for teaching than traditional textbooks. They can be assembled and designed, year by year, even week by week, to keep the course updated. As issues emerge and new problems are discerned, not only existing cases can be presented to correlate with them, but new cases can be developed and written. The HBS has a corps of case-writers to do precisely this and a very large portion of the budget is devoted to this type of case production.

Roughly three weeks of elapsed time is required for the research and writing of the average case, though they differ greatly in length and complexity. At the moment the trend is toward shorter cases of between 15 to 20 pages, plus exhibits. The point is that this interchangeability of parts allows the designer a great deal of freedom for curriculum building. It is a dynamic rather than a static educational model, unlike that which is mainly determined by the structure and content of a printed textbook.

The use of cases has the additional virtue of requiring continual curricular change by the fact that a case generally has a "life-expectancy" of not more than 7 or 8 years. This has been the experience of HBS and it is partially explained by their professors as due to the fact that the students quickly detect when cases have become outdated and are not hesitant to make that known. In this way, students themselves become a critical factor in determining which issues and problems deserve attention. The case method is highly dependent on the quality of the case discussions and if the students fail to respond in them, it is a quick indicator to the teacher that his own priority list needs to be revised from time to time. Students are likely to be nearer to the existential situation of the present and more sensitive to the probable configurations of the future. The use of cases makes it possible for the teacher to respond to those vibrations.

Much more could be said about the potentialities of the case method in terms of its inherent flexibility and adjustability to respond to the issues of the present and anticipate the shape of the future. However, it may be sufficient to say that it is one educational method that might have commended itself to one, Adolph Von Harnack, called by one of his students "a master of the teaching method", who believed:

Only that history which is not yet past but which is and remains a living part of our present deserves to be known by all....We study history in order to intervene in the course of history...to intervene in history....This means that we must reject the past when it reaches into the present only in order to block us. It means also that we must do the right thing in the present, that is, anticipate

the future and be prepared for it in a circum-spect manner....Everything must be designed to furnish a preparation for the future, for only that discipline of learning has a right to exist which lays the foundation for what is to be. (W. Pauck, Harnack and Troeltsch, pp. 14-19)

Case method does not negate the rich learning and accumulated experience of the past represented by books and libraries. On the contrary, it is one way of indicating what those resources mean and how they can be utilized in preparing for the future. But we must begin to devise a dynamic and organized system whereby the integration of the past, present and future can be realized through the educational process itself. Books have no value in themselves in the educational enterprise. They must function. The case method can help to make them do that.

## THE SHAPE OF THEOLOGICAL EDUCATION IN THE SEVENTIES

by

David S. Schuller

As important as our dreams and projections about the coming shape of theological education is our own deep emotional response to these changes. Levels of pessimism and anxiety are high in some quarters. A recent address on theological education judged, "Most American Protestant seminaries are played out in exhaustion and confusion." Concern is expressed about "groping through theological uncertainties, cultural attack, and deep anxieties..." The charge is made that the former attempt to wed into a single school graduate and spiritual and professional training has become unmanageable and harmful. Many librarians are responding with some anxiety and defensiveness to patterns of theological education that hold promise of becoming so field-oriented that the role of the classical library seems threatened.

On the other hand, we find some who welcome the current probing searches into the very nature, purposes and prospects of theological education for the next ten years. Recognizing that every older institution in contemporary society is under attack, this group welcomes the current examination of theological education and is willing to place every aspect of the enterprise openly on the table for critical analysis.

At this moment I would like to explore three concerns that underlie the question of the coming shape of theological education. Let's look first at the current shift in the tension between graduate and professional education. Secondly, we ask how clearly we are setting institutional goals and objectives; and thirdly, we pose some necessary questions about the valuation of the entire educational process.

### The Graduate-Professional Tension

At the heart of the question about the shape of theological education in the seventies is a deep concern that we truly be talking about "theological education"--with a continuing and equal emphasis upon each of these two terms. As we survey the history of theological education in America, we note that a variety of models have been utilized which were subsequently rejected or altered. Already in colonial days a certain tension existed between those who supported education for ministry in an apprenticeship system and those who returned to Europe to study theology in German or British universities. It was obvious even then while apprenticeship kept the fledgling clergyman close to people and sensitive to practice, it had an inadequate theological and theoretical base to support a ministry that desired to be more than a bag of tricks or ad hoc responses to problems. On the other hand, the inadequacies of patterns of education that made people adept in exegetical skills, developed historical awareness, and taught a man to qualify his responses frequently provided a disservice for the rough and tumble of the ministry as lived on a frontier in either the eighteenth or twentieth century.

The developing pattern of theological education has been to add techniques and courses. Clinical pastoral education, while developing new sophisticated skills in pastoral care, frequently ignored the history and meaning of the Christian faith carefully cultivated in adjacent classrooms. Urban training centers made sharp judgments about other aspects of ministerial training that either produced schizophrenic students or caused them to reject major parts of their theological training.

From colonial days until the present moment one sees that the tension between seminaries' identification with the academic models of the European graduate school and the functional training for a specific profession have remained in conflict even as the patterns have continued to shift with every decade. The most recent years have seen a renewed interest in a synthesis that takes seriously the ministry as a profession, seeking a model of education that will assure an adequate theoretical base.

This critical reexamination of professional education is to be expected since the professions themselves have been undergoing serious change within the last ten years. Radical changes in social systems demand the rethinking of professional roles. In general, young people have become suspicious of professionals characterized as solo-practitioners who serve those classes of society able to pay their huge fees. Young professionals in law and social work have been pushing advocacy roles. They have begun to define their task as initiators rather than responders. Rejecting the role of the narrow specialist, they see that any serious change in a society will demand interdisciplinary, collaborative work among the professions.

These problems, already monumental, are further compounded by recognizing the significance of the professional's attitudinal and emotional factors. Professional education can no longer control itself by cutting the body of knowledge into appropriately small pieces that can be handed to the student. The professions themselves are open and changing. Training the new professional involves, therefore, what has been called "training for uncertainty." The new professional must be able to operate in a high risk situation, to assume responsibility when only partial information is available, to maintain self-confidence when clear professional answers are impossible.

As a result professional schools in virtually every discipline are confronting similar questions about how to integrate the underlying discipline, the "applied" component of professional theory on which practice rests, and the skills and attitudinal elements that involve service to people. It is no secret that faculties and student bodies are split with some calling for openness and radical innovation, a jettisoning of traditional roles and procedures, while others are calling for renewed attention to the fundamentals and a tightening of professional expectations. In general students with their greater exposure to more facets of life at an earlier age are impatient with theory. They want to become involved with "real" situations involving clients at a much earlier stage. Professors in medical schools are concerned with student indifference to basic areas such as biochemistry; law professors fear that young law students will get involved in practicing law before they have been educated to begin to think like lawyers.

Recent years have seen an increased number of people working to decrease the distance between seminary and the actual work of ministry. One is familiar with a variety of patterns that seek to train men and women for ministry on the job, with their insistence that students so trained will better be able to integrate the complex requirements of the contemporary ministry. Several seminaries are experimenting with moving a full year of normal seminary study into parish settings. In marked contrast to "field work" or intern year programs such programs involve a student in the work of a parish, usually under the supervision of a practicing minister. Proponents of such programs are critical of seminary education as dominated by emphasis upon "tradition." Practice, they judge, has been incidental, poorly supervised, and cognitively unrelated to theory. The new designs tend to aid the seminary by providing a laboratory for research and a studio for education while the congregations or other supporting agencies received the rich educational and theological resources of a seminary for their programs.

It seems to me we are at a point where we have to begin to resolve these tensions more fruitfully. We cannot continue to go back to square one every six months and start the game over. We should begin to admit that each side in the struggle has a legitimate concern, even as each introduces some serious deficiencies if its model was to be used exclusively. Furthermore,

schools will vary in the degree to which they adopt the professional model depending upon their own theological definitions of ministry.

Patterns continue to change. In an earlier day virtually every professor in a theological school had had some pastoral experience and sought to integrate his discipline into education for ministry. We are just moving from a second period in which theological specialists could pursue a rigidly defined discipline without concern for integrating its contribution into a broader professional formation. Are we now arriving at a moment when each sector of a seminary community can rally around the basic concept of ministry which seeks to define the contribution made by each department to a student's formation for service? We have come to recognize with a new seriousness that some things can be taught best in a field setting. Other items perhaps can be taught most thoroughly and expeditiously in a classroom and library. Some of the scholarly disciplines that must undergird practice cannot be duplicated with jerry-built resources in the boondocks. For those faculties and church bodies that take theology seriously--involving both content and methodology--a student must be exposed to the great questions faced by the discipline in the past so that his own formation for the present can be built with full recognition of this heritage. Since our day requires foundational thinking about the meaning of the Gospel, about our culture, about the forms that the church should take, a solid understanding of biblical, systematic, and historical theology is as imperative as is exposure to our contemporary world. It is precisely the ability to criticize current forms and then to proceed to create new ones that demands a solid grounding in what traditionally has been involved in theology as a discipline.

#### Institutional Goals and Objectives

A generation ago everyone knew what a seminary was intended to do. As a result, general statements of institutional objectives were restricted to one or two paragraphs in the catalog.

Were one to be critical, he could describe theological education over the last generations as being highly additive and imitative. A generation ago the vast majority of seminaries in this country existed primarily to produce ministers. Many ran an additional small program providing some advanced theological study for ministers in the field. The expansionist period of the fifties saw the rapid growth of new degree programs and a variety of centers and institutes more or less related to the parent institution. Each school, it seemed, kept its radar tuned to other seminaries. Thus when one school began a program of continuing education it wasn't long before virtually every school determined this was a priority issue. Or to use the most contemporary of illustrations, it is amazing how every faculty can convince itself not only of the great need that it establish a D.Min. program, but of the rich resources it will be able to gather for offering a quality program.

It has become utterly necessary, therefore, for the supporting constituency, the board, the faculty, and the administration to define sharply and precisely what the school has been created to be. Only then can one answer the question about the type of faculty that is to be gathered. What should be the nature and the organizing principle of the curriculum? To what other schools and other sorts of agencies should this institution relate? What are the priorities that will govern: (a) decisions regarding the campus, how much money should be put into buildings in one central location; should money be apportioned for married student housing etc.; (b) what type of library is to be developed? To what extent will this be a research library? How much service will be provided locally? How significant will relationships be to other libraries? (c) What kind of faculty is needed to provide the unique educational services needed? Will the traditional model of the graduate school Ph. D. be the model most needed; what other skills must be represented--should these be supplied by adjunct or residential faculty?

#### Evaluation of Change

Perhaps nothing will affect the shape of theological education more in the coming decade than the growing acceptance that the major test of any educational system is its ability to produce satisfactory results. The questions that a congregation raises about a potential minister do not concern the number of courses he has completed but revolve about such areas as his wisdom and knowledge, his pastoral skills, his psychological maturity, and the strength of his own faith life.

It is striking that much of higher and professional education is arriving at this point at approximately the same moment. In the past we generally evaluated a school in terms of the quality of its resources. These were "input" concerns about faculty, library, level of incoming students, and the like. In our more critical moments we admitted that we could not demonstrate quality or effectiveness of education on the basis of such factors. In parallel development, several denominations and individual seminaries have begun to define the "competencies" they value in a person ready to serve in the ministry of their churches.

On May 1, the AATS launched a three-year project with a sizeable grant from the Lilly Foundation to seek to effect a major shift in theological education toward an emphasis upon what happens in the process of education.

We are calling this the Readiness for Ministry Project. We shall focus upon that "takeoff" point when a student leaves the setting of seminary for his/her first placement in ministry. The concept encompasses the qualities, abilities, and knowledge needed to begin to do the work of ministry in a competent fashion and to grow toward proficiency in these areas.

We recognize that we have always measured students in the past. Faculties have made precise judgments about a student's

skill in exegesis, his knowledge of church history, and his ability in homiletics. Many schools and churches made additional judgments about a student's maturity, morals, or faith commitment.

We propose to use a method of scientific sampling to determine the criteria of evaluation actually being used by seminary professors, lay leaders in churches, theological students ready to graduate, ministers currently in the field, and denominational leaders responsible for the placement and supervision of clergy. Once identified, these criteria will be tested and validated for the varieties of religious groups and ministerial settings which exist. Finally, processes and instruments for measuring these qualities will be developed, tested, and perfected.

The project will deal with all religious groups whose seminaries are related to the AATS. This embraces approximately 50 groups including evangelicals, mainline Protestants, Roman Catholics, Eastern churches, and Jewish. The goal will be to devise specific instruments reflecting the distinctive feature of each of these religious groups so that each may utilize the new instruments.

This project hopefully will give theological faculties previously unknown tools for measuring the quality of their programs. We hope to provide churches with radically new ways of assessing the potential of new candidates who present themselves for certification or ordination each year. The Commission on Accrediting sees potential in the study for new ways of assessing the effectiveness of schools. We frankly hope it will alleviate some of the tragedies which have occurred in the past for both clergy and congregations when persons who are ill prepared for ministry are permitted to enter the profession without adequate knowledge, either of themselves or the demands which will be made on them.

In one school after the other administrations and faculty are saying such assessment represents their greatest need at the moment. How else can **we cut** loose from traditional definitions of required years of study and required courses to ask about the changes taking place in the student.

#### Conclusion

It is obvious that the shape of theological education will be effected by more than these factors. I see these three as being crucial. May I conclude by at least listing other issues that might well affect the shape of theological education. Will the churches and our supporting constituencies continue to make available the level of resources that will enable us to carry out our more sharply defined goals and objectives? Will theological education continue to attract a significant number of students and of the quality necessary to assure high and dedicated performance in the ministry? Will theological education be able to orient itself adequately to the discontinuities of the present and of the future since some would judge we have historically oriented solely to the past?



## DEVELOPING PROFESSIONALLY ON THE JOB

by

David W. Faupel

[The following is a condensation of the paper presented to the June 1973 Conference.]

John Henry Newman in his, The Idea of the University entitled his seventh discourse "Knowledge Viewed in Relation to Professional Skill," reminds us that we are continually faced with the problem of theory versus practice, the "why" and "what" held in dynamic tension to the "how".

The primary purpose of our formal library education was to lay a broad theoretical base for skill in our professional work, not to develop that skill.<sup>2</sup> It is the presupposition of this paper that all too often the handling of our task quickly degenerates into clerical routine. Such tendencies must be forcefully resisted, and the dynamic tension of "theory" versus "practice" must be maintained through professional development on the job.

I find myself in agreement with W. J. McGlothlin when he states that "...though we once may have thought that competence once won would live on unnurtured throughout the length of a career, we can no longer. If one does not find ways to increase his competence as knowledge expands and situations change, his knowledge and skill can rapidly become obsolete, declining from competence to relative incompetence--from there it is not far to the extremes of incompetence which are quackery and fraud. Continued professional development is no longer a luxury, nor a privilege but it is an obligation inherent in executing your function as a professional in the contemporary world."<sup>3</sup>

## The Areas for Professional Development

The beginning librarian must start filling the gaps of his formal library education, i.e., gaining a grasp of the reference collection, mastering the particular classification scheme of his particular library, comprehending the range of book selection tools, etc. In a smaller library management, administration and public relations must be quickly developed.

Secondly, he must grasp the contextual setting of his library with regard to the fundamental task of the institution, the needs of his clientele, and the relationship to the larger community. Only by such a grasp can librarianship achieve the professional criterion of "service orientation." If the librarian works only within the established boundaries of his own profession, he will find it impossible to formulate solutions for problems which cut across other professions. It is essential to expand his knowledge in the behavioral sciences, educational and management theory, communications theory, logic, etc.

Many seminaries require their professional librarians to have a basic theological degree, but growing theologically is necessary if we maintain our ultimate "service" goals. The professional needs to grow as a person as well as a professional--every procedure, relationship and act must be assessed to be truly effective.

Finally, we obviously need to keep abreast with exploding developments in our field and enter into dialogue with the new roles proposed for our profession. Like other disciplines ours is in a state of constant flux.

The resources for professional development are in our own backyard--our libraries. Professional reading, seminary courses, lecture series, forums are available at our doorstep. Maintain membership in at least two professional associations. Do not overlook formal continuing education courses. And how about cultivating friendships which stimulate professional growth?

#### Implementing Professional Development

Development doesn't just happen, it requires planning. Set forth a long range goal. What do I wish to accomplish in my life time? Then project specific objectives for one to five years as steppingstones. As situations change, objectives and goals will need reassessment but should still serve as "guiding lights."

Now let me suggest small steps for the implementation of this general plan of action.

Become a 3 by 5 pack rat. Jot down and file bibliographical material, references to articles and books for off-duty reading, and ideas for possible articles as they occur.

Learn foreign languages. For many a dozen vocabulary words and/or rules of grammar can be learned easily during the day without distracting from your work. Add 15-20 minutes of concentrated effort off duty and great dividends will be produced.

Keep a journal. You need not make daily entries, but this exercise in continual reflective thinking will aid immensely in professional development.

Develop the power of observation.

Write a systematic analysis and evaluation of at least some of your reading. This will force you to crystallize your thinking.

Practice speed reading so that you can sift through chaff quickly to get at the heart of the matter.

Take advantage of institutional opportunities: audit courses; attend forums.

Create teaching opportunities--at the reference desk, in orientation programs, in short term non-credit courses and in term courses for credit. This forces one to think of the user's approach to the library. It may demand some evening work, but such sacrifices will be well rewarded by new insights and professional satisfaction.

Subscribe to and read professional journals regularly. Only by systematic reading can one keep abreast of the exploding knowledge of librarianship and your school's curriculum areas.

Seek to publish. But view publication not as something necessary to get ahead but as personal and professional development. Undertake at least one major research project each year. Consider working vacations at a pleasant retreat where half days can be spent bringing together the results of research in written form while enjoying the rest of the day with the family. And vacation travel can be planned to become an educational experience for the family.

Participate in continuing education. If the above suggestions are implemented in your professional life, it should soon become obvious to your administration that librarianship is a very vital part of the educational process. Therefore such benefits as sabbaticals, leaves of absence, travel expense for professional meetings, etc. which are normally granted to classroom faculty, will also apply to professional librarians. In each case the ultimate benefit will come to the institution.

Obviously what is spelled out is more than an eight to five, five-day work week; it is a total lifetime commitment to your job. You may often burn the midnight oil, but the rewards are enormous. A well-planned, organized life will have ample time for the family, church work and community affairs; and these in turn will dovetail into making you a better professional.

## PROFESSIONAL DEVELOPMENT ON THE JOB

by

Leta Hockett

Learning by trial and error may not be the best policy for everyone, but that is how I began my library training. Page, clerk, bookkeeper, book-processor and mender, order clerk, periodicals clerk, private secretary, cataloger, and librarian, these are some of the jobs I had before attending library school.

A love of books led me into my first on-the-job-training position--a page in the public library in Newberg, Oregon.

Later when I was secondary school teacher in our Friends' Academy in Greenleaf, Idaho, I was asked to be Librarian. The girl who was the Librarian showed me how to take care of the mail. A former teacher of mine, who was a Librarian in a neighboring school, took me to her library one afternoon and demonstrated how to make a book a part of the library collection. She also explained inventory to me. Thus, I began as a Teacher-Librarian, teaching classes and "running the library." My first year as Librarian, the principal asked the student helper and me to take inventory and discard many books that were not high school level, or were outdated books. The library had been started when the school was Greenleaf Friends Seminary, a time when more Bible and Greek were taught. During my second or third year I took a correspondence course in elementary or beginning cataloging. One thing I learned in this study was that a librarian's work, like a woman's, is never done. We moved the library down the hall to a larger room. I not only helped with the painting of the shelves, but the principal gave me the "privilege" of directing the movers.

In the Caldwell, Idaho, Public Library, I was bookkeeper, clerk-typist, and personal secretary to the Librarian, who was President of the Idaho Library Association. While there I learned the meaning of CBI, PLC, P-slip, etc. In elementary cataloging I had learned the names but was not familiar with just calling the materials by their initials.

When I took my present job as Librarian, I also started a library science program at the University of Portland. I took one class each semester during the school year and two or three during the summer. In this way it took four years for me to earn the M.L.S. (Master of Librarianship). After seven and one-half years of library experience, I knew most of my weaknesses and the areas where I needed more help. I had never heard of the Union Classification until I started working at the Seminary, and in the cataloging classes I was the only one who had worked with it. They had me take the cataloging book to class so they could make some comparisons with the Library of Congress and Dewey Classifications.

My library training was more meaningful than if I had never worked in a library. I was better able to understand what was expected from the assignments. The classes and subjects that were relevant to the position I had were naturally more interesting than those that did not seem to be of help at Western Evangelical Seminary Library.

Whenever possible I did the assignments to help in my job, such as writing term papers, e.g., "The Comparison of the Library of Congress' and the Union Classification's treatment of the periodicals", and "How to organize a filmstrip collection for a small library."

Maybe I am just the type of person who wants to know what I am getting into before I go whole-heartedly into a job. I did the same in earning my teaching credentials. I taught a year be-

fore I took any educational subjects. In one respect, I am like teenagers of today--I want to see the relevancy of a subject before I really delve into it.

If a library clerk has the correct type of supervision, she could be trained professionally without taking courses, but I feel the two go together: work in a library and taking library science courses. We are not very professional if we do not try to improve ourselves and the doing of our job. Grow with the position, whether clerk, assistant to a department head, or the librarian.

A PROPOSED ROLE FOR ATLA: A STUDY OF  
FACULTY STATUS FOR THEOLOGICAL LIBRARIANS

by

Barbara Marjorie Griffis

Faculty status for librarians. Faculty status is currently a topic of vital concern to academic librarians, especially those who do not have it. But even when librarians do have faculty status--as Mr. John Batsel pointed out in a paper read to ATLA last year--the policies of academic institutions toward library faculty do not display the same uniformity on a national basis that they do when faculty status pertains to classroom faculty. Yet some form of faculty standing for librarians now prevails in the majority of academic institutions in the United States; and in certain schools where it is not accorded them, librarians are presently striving to gain faculty status or an alternative type of academic status. They are convinced that only when they receive the recognition that faculty status provides will they become sufficiently "visible," either within their own institutions or in the profession as a whole, to utilize their skills to the full in offering library services of high academic caliber.

On a local level. To some extent librarians may work toward their status goals locally, through a professional association organized within their own library. For example, librarians at Columbia University are presently formulating an alternative system of academic status. Their proposal involves: 1) description of all library positions in the institution, 2) ranking librarians on the basis of their qualifications, performance, and professional development, 3) planning for peer evaluation, and 4) devising a salary scale grid to reflect all of these factors. Their goal does not need to be called "faculty status," however, because the Charter of Columbia University posits a tripartite pattern: officers of instruction, of administration, and of the library. As a second example on a much smaller scale, the librarians at Union Theological Seminary (New York) have recently started a professional association that has drawn up a set of By-Laws with five objectives, one of which reads: "To promote the

academic and professional standing of the librarians at Union Theological Seminary, and to encourage their professional development." In relation to this objective, the librarians in this group are now undertaking to formulate their status goals more precisely, and as opportunity permits to let their voice be heard on issues of concern to the profession. Nevertheless, any such local organization of librarians is insufficient alone in a matter like faculty status; the leadership, support, and weight of a national association are needed as well.

At the national level. As Mr. Batsel mentioned last year, the Association of College and Research Libraries had a struggle with its parent Association, ALA, as it asserted its claim to be the national authority on the status of academic librarians. But it won, and has developed a set of Standards on rights and privileges for all academic librarians which is worthy of study. These standards equal a genuine faculty status. After adoption by ACRL, they have been adopted also by the American Library Association (June 1972) and by the American Association of University Professors (April 1973). This means that in the near future a nationwide procedure for implementation may come into being such that academic institutions which continue to regard their librarians as hourly clerks or secretaries will be liable to published censure. In addition, inequities which now beset librarians in such places--professional, financial, and psychological--will be more generally recognized. When fully publicized, the ACRL document will work like leaven to lighten the whole loaf. At the same time, librarians from institutions where gains are being made concerning status will continue to communicate their strategies at national library conferences. As an example, a group of Columbia University librarians is slated to present to the Las Vegas meeting of the American Library Association this month their new document that describes ranking of librarians and categories of library positions, and that is now in process of being implemented at Columbia.

In theological libraries. Compared with that of academic librarians as a whole, the status situation for theological librarians still appears to be somewhat dormant, probably because of their smaller numbers. Head librarians may already have faculty status in most cases, and some non-administrative librarians also have it, as at Asbury Theological Seminary. However, the overall status picture in theological libraries, including both present conditions and librarians' views about desirable future developments, has not yet been systematically investigated.

I would like to recommend that an ad hoc ATLA committee be appointed to prepare and mail a questionnaire to the membership; they should devise means to learn the names of all non-member librarians in theological schools and related institutions, and make a mailing to them. The "population," as the sociologists call it, of this investigation ought not only include the full and associate members of ATLA, but also ought to reach all theological librarians.

The questionnaire itself should be designed to inquire about: 1) each librarian's present status, 2) his/her view of what a theological librarian's status should become, 3) what the qualifications should be for attaining this status, and 4) whether he/she would like to see ATLA involve itself in this issue. Again, it would be important that non-members as well as members should be asked their opinions about ATLA's role in this matter; for if they see the association assume an active concern for issues directly affecting their own professional welfare, perhaps they will consider this emphasis good reason to seek personal membership in the association.

If results from the questionnaire favor it, the ad hoc committee should then draw up an ATLA Statement on Faculty Status, on the pattern of the ACRL Standards but also reflecting views expressed in the questionnaire. As final steps this statement should be submitted to the ATLA membership for adoption before or during the 1974 Conference, and if the committee can also negotiate to do this, the statement should be submitted to a subsequent vote by the American Association of Theological Schools. Such a series of actions would parallel the measures taken by ACRL and would begin to bring this topic the widespread attention it must receive before significant changes for the better can be anticipated.

## FACULTY STATUS FOR LIBRARIANS

by

Arthur E. Jones, Jr.

Historically, Head Librarians and such other members of library staffs in academic institutions who actually do classroom teaching have been accorded membership on seminary or theological school faculties. With many exceptions, other library professionals have not; or, they have been granted something called faculty status, but with written or unwritten status distinctions between librarians and classroom instructors.

Currently there is a strong movement to acquire full faculty status for professionally qualified librarians in academic institutions country-wide. College and Research Libraries, ALA, and various state library organizations have spearheaded the movement, although it must be recognized that there is also a current in the opposite direction, particularly among state education administrative officials and some political figures. The AAUP has gradually moved from successive positions of non-inclusion of librarians as members, to the position that librarians may be full members when they are employed by institutions that grant faculty status to librarians, toward inclusion of librarians with classroom teachers and researchers as equally eligible for membership. The situation is further complicated, however, by the present tendency to ques-

tion the value of tenure systems in academic institutions and the reluctance of many trustee boards to extend further the number of individuals who may come to hold tenured positions on academic faculties in a time of economic difficulty.

It is the position of this paper and this writer that faculty status for librarians with professional standing by virtue of advanced degrees and/or experience is a necessary development where it has not already been granted, but at the same time, it ought to be recognized by administrators, library heads, and librarians that such status may be a mixed blessing. It has advantages for the function and place of the library within the institution, for the integrity of the role of the librarian in the school's instructional objectives, and for the long-term increased competence of the library staff. These make it an essential and desirable objective to be attained. At the same time, for the individual librarian concerned with fringe benefits, security, status within the community, etc., there are drawbacks as well as clear advantages.

Neither space nor time will permit me to rehearse all the pros and cons of the faculty status questions. However, some definitions and recognized assumptions seem a necessary prelude to any profitable discussion.

First, full faculty status must mean that the librarian has the full range of recognition, rights, and privileges that are granted other members of the faculty and which are consistent with his or her qualifications, experience, and functions. He is recognized as a full professional partner in the educational enterprise with a full and potentially equal voice in institutional governance. It means some equivalence among librarians similar to the hierarchical patterning of academic rank, from instructor to full professor. Whether the same terminology is used or the equivalency simply recognized within the institution, provided it has academic rank distinctions, does not seem to be of crucial importance--but the recognition of equivalency is facilitated when the terminology of ranks is the same or at least very similar.

Full faculty status certainly means equal access to the means for professional growth--leaves of absence or sabbaticals for research or study and support for participation in professional activities, meetings, seminars, etc. It means equal participation in the fringe benefits accorded to other faculty members--retirement and savings plans, insurance, tuition benefits for children, and all the rest.

Only the differences between the requirements for classroom teaching and for maintenance of the library as an institution within an institution ought to produce differences between the library faculty and other instructional faculty. And these seem to be: 1) less freedom with respect to the regularity of prescribed work-week hours and 2) shorter recess or vacation periods. These differences seem dictated by differences in professional function,



not differences in the degree of professionalism inherent in the two kinds of academics--librarians and classroom instructors.

Such a difference in professional function is an obvious assumption with which any proposal I would make must begin, although some plans for achieving faculty status appear to prefer to disregard it, even going so far as to insist upon the same vacation periods and the same flexibility of hours. To me, this seems unnecessary, and I would simply cite the example of administrative officers, who are sometimes faculty and who are governed by different rules regarding hours and vacations than other faculty. This citing of administrative officers of academic institutions, however, does involve another distinction and definition. Librarians as professional librarians are not administrative officers or administrators. They may have administrative functions incidentally, or coincidentally, but their sharing in faculty status must be regarded as inherent in being professional librarians. The analogy is to faculty members who may be department heads. Note that this distinction means that one holds status, rank, tenure, or whatever by virtue of his being a librarian, not by virtue of his being head of the library, chief of the catalog department, or head of the reference department. For instance, it would be as inappropriate to grant tenure to a librarian as director of a library as it would be to grant tenure to a dean, as dean; or a president, as president.

If one grants the desirability of faculty status and accepts the definitions and distinctions I have attempted to sketch, what are the impediments? There is, of course, the major one of effecting a change in the face of traditional attitudes, prevailing stereotypes of the librarian, and possible budgetary implications. But there are others. One of the knotty ones stems from the educational requirements for appointment and promotion. Many good educational institutions require the Ph. D. as a necessary qualification for advancement to the rank of assistant professor. Many also have limitations on the length of time an instructor may be continued in rank before he is either promoted or his contract not renewed. In addition, many of the traditional fringe benefits of faculty are contingent upon professorial rank, on the assumption that they were earned on the basis of commitment to the institution and the profession of longer duration than the time necessary to attain professorial rank. Ordinarily instructors do not share in tuition benefits, sabbatical programs, tenure, and often retirement plans. Rank for librarians then, which seems essential for full faculty status, may be a barrier to the achievement of benefits, unless some sort of recognized equivalency for the Ph. D. can be worked out. And an adjustment of faculty personnel policies to allow for continuing appointment in the rank of instructor seems to be essential for librarians who have had neither the same opportunities for seeking advanced degrees nor perhaps the same professional incentives as other faculty.

Another problem is one of staff morale. The establishment of a library faculty rank with membership based upon specified educational qualifications may build a status barrier be-

tween professional and non-professional employees that could be detrimental to morale and term efficiency. At least the possibility exists, most strongly when change is first effected, and even though long-range benefits outweigh the disadvantages, the possibility of injury to morale may be a factor to be considered carefully in specific library situations.

There is also the complication of appointment and promotion procedures when full faculty status for academic librarians is effected. Procedures for faculty promotion have usually been worked out for a long period of years, involving deans, faculty committees, departments, recommendations to chief administrative officers, and final approval by trustee bodies. New machinery has to be evolved to obtain the same kind of checks, endorsements, and weighted recommendations for library faculty appointment and promotion. It may not be easy, and again, it may vary from institution to institution.

However, none of these problems is insoluble. They may require patience, ingenuity, effort, leadership, and time. Certainly the achievement of full faculty status involves an adventure in education and an endeavor that all academic librarians, not just head librarians need to share in. But I believe it is worth our best efforts, and our best efforts now. As individuals and as a library association concerned with standards and the welfare of the profession we should move to support, even to insist upon, faculty status for professional academic librarians.

## EXCHANGE LIBRARIANS

by

Frederick C. Joaquin

I came to my present position after only two years of library experience following graduation; and this experience was confined to two departments, government documents and cataloging. Then I became the head librarian of a small theological library: not only the head but the foot as well. After twenty years I am still the only librarian.

Often have I wished for the opportunity to spend a year in some large seminary library, perhaps as assistant librarian or to spend a few months each in two or three departments. It might be equally profitable and interesting for someone from a large library who is confined to a single department to spend a year doing everything from administration to bringing in the daily paper.

I propose that our association definitely take the initiative in encouraging and facilitating exchange between interested librarians. There would probably be some resistance on the part

of institutional administrators, but in most cases I believe this can be overcome.

It might be presented as a means for giving the librarians involved a sabbatical leave at no cost to the institution. By no means are all administrators opposed to sabbaticals for librarians, but they cringe at the cost. An exchange arrangement might be the "foot in the door" which would make sabbatical leaves for librarians an accepted thing. At any rate, there would be a much better chance for accomplishing this if it is backed by our association rather than allowing it to remain the effort of individuals on their own initiative.

#### RECRUITMENT OF MINORITY PERSONS FOR THEOLOGICAL LIBRARIANSHIP

by

Carole Ann Moldovanyi

[The following is a condensation of the paper presented to the June 1973 Conference.]

Should we encourage minority persons to become theological librarians? Is it in the best interest of our minority brothers and sisters and the minority groups themselves to encourage minority people to enter this field? I have no final answer, but I here present some pros and cons that need to be considered.

Let us first examine why minority individuals might not choose theological librarianship. Since it requires at least five years of college plus an advanced degree in religion or theology to become a theological librarian, many persons from minority groups simply cannot afford this much education. Even if funded, they may have difficulty justifying, to themselves and others, such an expenditure whereas it might be spent on more immediate problems such as repairs to substandard housing.

Theological schools, which are basically oriented toward the white Anglo-Saxon Catholic or Protestant, may not meet the life style patterns and cultural needs of minority persons. In the past religion has often been used to dominate and even oppress minorities-- witness the slave masters' use of Christianity to persuade slaves that their reward would be in heaven, or the many instances of missionaries' disregard for Indians' rights and way of life while "civilizing" the Indian. Hence, there is some reticence for some minority people to accept Christianity as a way of life or work in an occupation that encourages others to accept it. Blacks and other minorities, although interested in librarianship, may prefer to channel these interests into areas that relate more directly to needs among their group, such as community relations or instructional materials. They may have difficulty justifying entrance into what they consider an "ivory tower" occupation. They may feel their first responsibility to fellow members still oppressed, or they may

question the value of supporting an institution geared largely to serving white Anglo-Saxons.

Precisely because of their unique experience as minority persons, they can add an extra dimension to theological librarianship. Their special knowledge should prove valuable in bibliography and reference as well as to foster a link between the library, its institution and minority groups. In fact, the presence of minority persons on the faculty or library staff can be used to recruit minority students to the school itself, helping to dispel the notion of Christianity as a religion of the white middle-class.

Although we must respect the decisions of minority persons, we should encourage any minority persons who see theological librarianship as their calling. We should support them with financial backing through long-term, low interest loans, scholarships or grants. We should provide counselling services so that the minority person can come to a fuller understanding of himself as well as the potentials of his chosen field. Finally, opportunities should be provided to meet other minority persons in library schools, in theological libraries, and in groups of potential and practicing theological librarians for fellowship, encouragement and the discussion of mutual problems. Perhaps ATLA could sponsor such meetings.

#### AN ATLA BOARD OF MICROTEXT AND MICROFICHE

by

Charles Willard

At the present time, none of the titles filmed by the Board is available on microfiche. Recently, however, the Board has extensively discussed microfiche as a possible medium, and at the last meeting, on June 1 and 2, the Board decided that it would seek the support necessary to offer both fiche and 35 mm. roll film of newly added monograph titles for a period sufficiently long to provide a reasonable assessment of the probable long-term desirability of one or the other or both forms.

First, it is important to recognize that there is a distinction between whether the Board, as a matter of policy, should offer its titles in microfiche and whether member ATLA libraries should acquire fiche reading capability. Regardless of the Board's position, it is clear that many resources of interest to theological collections are becoming available only in fiche, and it is, therefore, incumbent upon our libraries to be able to handle these materials. Recognizing this, the Board requested the Committee on Systems and Standards to make a study followed by a recommendation as to the best fiche readers now on the market. On the other hand, there are a number of considerations, which I outline below, that militate against the Board's going solely into fiche, even for monographs.

1. For the last two fiscal years, the Board has operated at a substantial deficit. This was caused, we believe, both by the completion of several major projects which had been underway for some years and by reductions in the budgets of seminary and university libraries, which constitute the primary buying area for the Board's products. The Board felt that it was important to film monographs more conservatively at this point in our history.

Monographs are generally thought to be more appropriate to microfiche than journals, although reports and pamphlets of less than 100 pages represent the best target for this medium inasmuch as they make possible an ideal one title/one fiche configuration. There are a variety of reasons, which do not concern us here, for the preponderance (360,000 feet) of the Board's current film being of periodicals. A specific proposal was presented to the Board in February which would have committed it to a more aggressive filming of groups of monographs, and the possibility of producing these titles in microfiche was linked to the proposal as a means of getting the Board into this new format.

The Board tabled this proposal for several reasons. First, the administrative cost of handling the sale of monographic titles is, as a percentage of the price, proportionally higher than handling reels of periodicals. Secondly, the Board is facing a period of transition as Dr. Morris begins to move into full retirement. The Board decided that it preferred to minimize the transactions which the new structure or personnel will have to take up.

These then are the two interim reasons that the Board has recently been reluctant to get into the production and sale of microfiche.

2. While these reasons may lose their force over the next year, there is another consideration which may be more significant in the long run.

The Board has always insisted on very high standards of reproduction and quality control. Decisions about reduction ratios and filming positions have been influenced by a concern to produce the best possible image, and this has occasionally resulted in more expensive but better films. A general respect for both the current requirements of and the long-range usefulness to the academic community for the material we have produced has been a factor in the consistency which the Board has demanded and, for the most part, has achieved. One near-term benefit of this attention to detail that may be cited is the application of Copyflo and other hard copy blow-back techniques. The resilient human eye is able to adjust, with some strain and fatigue, to poorly focused films but reader-printers produce illegible disasters from such images.

As far as the future may be anticipated, considerably higher reduction ratios are likely to be a part of the next generation of widely used microforms, that is, between 100x and 150x. We are advised that it should be possible to use currently produced

microfilm as the basis for second level reduction to these higher ratios, but that because of the sharpness of the image and other factors which would be required of the original master negative, 90% of the film that is currently available would not be acceptable. We are further advised that no film with reduction ratios higher than 14x will have this second generation transfer capability. While our filming on 35mm. film falls within this range, the reduction ratios required for the production of microfiche (24x to 27x) do not.

3. There are some considerations here which do not lend themselves easily to sorting to one side or the other for easy comparisons. Most of the periodical files which the Board has filmed were scattered, scarce, deteriorating, or all three. They could not, in some cases, be brought together again without considerable expense; in other cases, the original copy is now destroyed. It is important, therefore, that such materials be filmed in a fashion that preserves the greatest amount of flexibility in future use. Moreover, periodical files are, in any case, more appropriate to roll microfilm.

Monographs, on the other hand, are a different situation. Although many are also printed on deteriorating paper, it is likely to be easier to acquire another original in the future. It may be that a careful analysis of the potential costs and other factors involved would demonstrate that it would be more economical to distribute monographs on fiche now and if necessary to produce the second generation microform directly from the original later on. It may be that it will not be economically feasible for theological materials to be produced using these very high reduction ratios for many years after they become more widely employed, or at all.

4. Many of the factors which have discouraged the Board from moving into fiche are, of course, peculiar to the present or to the nature of the materials which the Board has been and, presumably, will continue to be filming. In order, however, to examine the potential applicability of this medium to our specific work, the Board reached the decision reported in the opening paragraph, namely, to seek the means to offer, for experimental period, monographs newly added in either 35mm. roll microfilm or standard 98 image fiche.

#### STATEMENT OF CONCERNS OF THE BOARD OF MICROTEXT

by

Charles Willard

The ATLA Board of Microtext was founded on a grant from the Sealantic Fund, Inc., in the late 1950s to film materials required

for theological research that were not generally available and that were not commercially feasible. Over five and a half million pages have been preserved on high quality master negatives. Until the last three years, the Board's income from sales of positive copies of its films have approximately equalled the costs of creating the master negatives, positives, and our relatively minor overhead. Recently, however, this balance has been upset by the completion of several major projects coupled with the impact on sales of the generally depressed economic state of institutions of higher education.

It is unlikely that the Board will be able to continue for long without some modification of several of its policies. I would like to outline some of the alternatives which the Board has been considering and to invite your observations, comments, and critique.

1. The problem of deteriorating paper in post-1860 books is massive and is one focus of the Board's program. For a variety of reasons, however, the Board has not aggressively sought the addition of large numbers of monographs to the program. For one thing, the overhead costs of handling monograph orders are substantially larger than those of other types of publications in our program. Moreover, the Board has not taken a hard-sell approach to advertising, and has even discouraged some purchases unless there was a clear and present need for the acquisition, arguing that the program represented a sort of long-term in-print capacity.

2. Presently, the Board's income is derived from sales of positive copies of its films; it has no independent sources, such as dues or subscriptions. For this reason, even though we do not operate with a profit goal, it is still necessary that we anticipate some sales of our titles.

3. Ought the Board consider proposing an alliance with, for example, the Center for Research Libraries? It may be that we could negotiate for the creation of a positive copy of the titles presently in the program and for access to these titles by loan for ATLA member libraries. Without, however, some continuing generation of revenues, the program would cease to expand.

4. Would it be feasible to encourage, in the strongest possible way, ATLA libraries to use the facilities of the Board for all requests they receive for the copying of whole books and pamphlets? The most that is now usually done is for the receiving library to make both a negative and a positive, charging the requesting library for the negative and shipping the positive. Very rarely, however, does the receiving library preserve the negative as a master, and even less frequently does this act become public knowledge. If such requests were channeled through the Board, the cost would be less to the requesting library, and the resulting master negative would have been created according to the most rigid standards, would be maintained under optimum conditions, and would subsequently be available to others.

5. Would it be possible to invite ATLA member libraries to make a commitment to purchase a minimum amount of film each year, varying according to the acquisition budget of each institution? Such an arrangement would, at least, guarantee the Board a sustained and continuing source of income.

6. Would it be possible to argue that although large numbers of books should be preserved through filming, not all should be acquired by all or even many ATLA libraries? As a variant of the previous example, would it be a meaningful example of national cooperation if the minimum commitment suggested in the previous paragraph were conceived of as a commitment to make possible a certain amount of urgent filming, in return, let us say, for credit equal to half of the commitment for the actual acquisition of positive copies?

7. Is it possible to imagine that there are certain serial files and manuscripts or other unique resources which may not or should not have potential sales but which should be preserved in some fashion--and filming would appear to be the best fashion--upon which a group of libraries could agree among themselves to underwrite the creation of a master negative with no requirement or anticipation that a positive would be made, or sold, in the near future, or perhaps ever?

**ATLA PERIODICAL EXCHANGE: TWENTY-FIFTH ANNIVERSARY  
AND NEW VITALITY FOR ITS UNIQUE CONTRIBUTION**

by

H. Eugene McLeod

The ATLA Periodical Exchange Program is as old as the ATLA. At the association's first meeting in 1947, a Periodical Exchange Committee was appointed;<sup>1</sup> then at the 1948 meeting, an exchange plan was adopted whereby each participating library functioned as a clearinghouse for information on both the availability of and the need for issues of particular titles. That approach was taken until the adoption in 1960 of the present system of exchanging lists of available duplicates.

Participation in the exchange program has involved a significant number of libraries and has been rather consistent over the last ten years as the following table shows:



<u>Year</u>	<u>Libraries Listed as Participants</u>	<u>Libraries Distributing Lists</u>	<u>Lists Distributed</u>
1972-73	120	84	112
1971-72	93	41*	48*
1970-71	--	85	118
1969-70	102	77	105
1968-69	103	75	89
1967-68	104	77	95
1966-67	104	83	115
1965-66	104	82	92
1964-65	103	71	98
1963-64	101	67	84

(\* These data are thought to be highly inaccurate, due to the fact that the library of the 1971-72 committee chairman was not on the Exchange mailing list in use until February, 1972.)

It should be noted that the number of listed participants is generally as of the end of the indicated year and thus more nearly represents potential participation in the following year. Given the above data, this fact is significant only in comparing participation in 1972-73 with previous years; i.e., 84 out of 93 more nearly reflects the degree of participation in 1972-73 than does 84 out of 120.

My experiences this year as Chairman of the Exchange Committee lead me to conclude that there is a high degree of interest in and commitment to the periodical exchange program. When given an opportunity to say whether they wished to be in or out of the program, 108 of 124 institutional members opted for participation. When told that ATLA institutional membership would be a requirement for continued participation in the program, 6 non-ATLA libraries agreed to join and 2 libraries with dues in arrears agreed to pay them. A total of 118 out of a possible 135 libraries that were either institutional members or committed to membership by the time of this conference indicated a desire to participate in the exchange program. Another indication of interest was the return of 86 out of 115 questionnaires accompanying the revised mailing list distributed in March. In addition to answering specific questions regarding procedures, approximately one-half offered constructive comments or suggestions, including some testimony to the value of the exchange in building collections.

The periodical exchange program is by no means a substitute for realistic planning for adequate periodical collections, including cooperative acquisitions agreements where these can be achieved. On the other hand, I see no alternative program that can fulfill the unique function of the exchange, as has apparently been suggested. Virtually all of our libraries have some duplicates and some desiderata--the exchange program is not essential, but it offers a worthwhile, satisfying method of cooperating to meet the needs represented by both the duplicates and the desiderata.

On its twenty-fifth anniversary, the periodical exchange stands as a significant achievement of the ATLA. It can be improved by more careful development and dissemination of procedures and by more careful attention to responsibilities and procedures by each participant. There are definite signs that a new vitality can be achieved, based upon commitments made during the current year. The continuation of a unique contribution to theological libraries seems assured for the ATLA Periodical Exchange.

## DOES ATLA NEED A JOURNAL?

by

Peter DeKlerk

The idea of a journal has been with us since the very inception of the American Theological Library Association. From 1948 to 1953 ATLA published a News Bulletin, and since 1953 a Newsletter. Although an occasional research paper appeared in the Newsletter, it remained a newsletter throughout these twenty years having grown from a mere 25 pages to 147 pages annually. That the Newsletter remained a newsletter is good. Such a channel for news concerning the association is needed and appreciated. That ATLA publishes only a newsletter, however, does not do justice to the purpose of this organizations. Article II of the revised constitution [Now superseded by Article IV of the Certificate of Incorporation] reads as follows:

The purpose of the Association shall be to bring its members into closer working relations with each other, to support theological and religious librarianship, to improve theological libraries, and to interpret the role of such libraries in theological education. In order to accomplish these objectives, the association shall develop and implement standards of library service, promote research and experimental projects, encourage cooperative programs that make resources more available, publish and disseminate literature, and cooperate with organizations having similar aims.

There are two phrases in this article which I would like to emphasize, viz., "promote research and experimental projects" and "publish and disseminate literature." If ATLA takes seriously the first phrase, viz., to "promote research and experimental projects," it will be compelled to initiate a more scholarly publication with a broader scope and a wider circulation than that of the Newsletter. This would mean the editing and publishing of a professional journal in which studies in theological librarianship can be disseminated.

ATLA is not just an ordinary society. It ranks with any learned society anywhere in the world. Most of its members have at least two advanced degrees beyond their BA. It is inconceivable that such an organization of scholars does not have the stimulus to write about problems and issues dealing with theological librarianship or related subject areas. There must be issues or queries that many of us have in mind and that ought to be shared with our colleagues. In a professional journal that knowledge can be pooled, cooperation between scholars could be promoted, and overlapping of research projects would be prevented.

Theological librarians play a vital role in providing information and inspiration to inquiring minds. They are in many ways directly and indirectly engaged in teaching, research, and publication. Many academic institutions set high standards for its teaching faculties with regard to publication. If a librarian of an academic institution wants to be treated on a par with his teaching colleagues and wishes to obtain the same status that they have, is it not essential that he shows to his administrators that he deserves the same treatment? He will have to show expertise by writing articles dealing with his field of interest and/or publishing worthwhile bibliographies.

A professional journal is an indispensable organ if we are to achieve the goals which we have set before us. ATLA will have to show us the way. Only through a united effort and greater cooperation shall we be able to reach our professional status. Does ATLA need a journal? Yes.

WHAT THEOLOGICAL TITLES PUBLISHED IN ENGLISH SINCE 1800  
ARE HISTORICALLY IMPORTANT?

by

Robert D. Allenson

Last month marked the halfway point in the production of a book through which I hope to establish a provisional answer to this question. The project started three years ago as an attempt to build a collection of books that contain texts of lectures delivered on endowed theological lectureships. From the accumulated data I compiled and distributed with the March 1973 Newsletter a finding list of some 500 lectureships. My broadened goal is to finish compiling a register of theological titles in two sequences: authors and series, which will be connected by a nonduplicating system of reference numbers. Under proper direction, this work could serve as a practical basis for designating those works in the English language corpus from the last 170 years (excluding periodicals) which are of enduring significance. (Subject indexing, if the basic work is judged to be sufficiently reliable and inclusive, could be done later.)

Basically my plan is to present a) for authors, what they have published in book form and contributed to collective works, such as Festschriften, b) for series, historical data, complete registers and notes about titles announced but not published, and, c) for collective volumes, including Festschriften and inter-denominational conferences, the names of the contributors (with titles of the essays to be listed at the end of each author's main entry).

Setting criteria to determine which books are still important and which are useless is a crucial task. The mass of popular or homiletical works, as well as works by nonprofessional writers, will be excluded; the works of professional theologians and historians of religion are the ones to be sifted. The result will be a quite uneven collection of two classes of books: those which present the viewpoint of their own time (including most titles published from lecture courses, such as Guiding Boys Over Fool Hill by Alexander H. McKinney, 1918, and Realizable Ideals by Theodore Roosevelt, 1912) and those which, from thoroughness or originality, are still useful for current study. From the outset of my work, the inclusion of any title in a prominent theological series (including lectureships and monographs) has furnished a primary entry for its author. Secondly, the chief works on each major theological subject need to be listed; and, thirdly, the best developed expressions of each theological position must be included. Thus, if a title meets any one of these criteria, it should appear in the register. The works of Bushnell and Newman, for instance, will be fully analyzed in alphabetical title registers, while only those works by Clarence Macartney, G. Campbell Morgan and Theodore Roosevelt which appear in series will be carried over to the author register. The two most complex lists which I have prepared cover John Henry Newman's writings and the Tracts For The Times (of the latter, about 550 separate editions or reimpressions have been recorded).

Works which I have read through include Ferm's and Loetscher's encyclopedias (for their many short articles on lectureships), Baer's Titles in Series and her two supplements (for pertinent titles in non-theological series), Barrow's A Bibliography of Bibliographies in Religion, Dr. Morris's A Theological Book List and the three TEF supplements to it, and Adams's A Reader's Guide to the Great Religions. I am also recording anonymous titles through the author index to Halkett & Laing and will go through Starr's A Baptist Bibliography as far as it is published, as well as through several hundred subject bibliographies. My chief resource, however, has been the direct examination and comparison of books passing through my stock.

To make the register as useful as possible, I ask your guidance on five matters: 1) in processing questionnaires returned by institutions on the endowed theological lectureships which they sponsor, 2) in determining the form of main entries and cross references, 3) in deciding whether time needs to be taken for direct examination of each book or whether references could be admitted from secondary sources (such as the British Museum catalogue and

NUC), 4) in showing locations, and 5) in evaluating the nature of my work before it gets locked into print.

## FAST CAT CONSIDERED

by

Jerry D. Campbell

[The following is a condensation of the paper presented to the June 1973 Conference.]

Fast cat is a remarkable animal. It has appeared recently in several libraries and offered to make new acquisitions immediately available to patrons and to dissolve backlog problems in a magic mist. Fast cat has now been among us sufficiently long to make some judgments about its achievement of these two goals.

Fast cat became necessary primarily owing to the time lag between book arrival and the availability of LC cataloging copy. Its essence is to make books available for circulation before full sets of cards are in the catalog. It is perhaps as a second thought that fast cat technique is applied to backlog problems. If books can be prepared for circulation so quickly, why not make nagging piles of backlogged books available on the same basis? Rush them through fast cat, thus giving satisfaction to patrons and relief to the catalogers.

But as with any new approach, fast cat brings with it certain new problems. It does not eliminate backlogs; it merely relocates them. Now instead of a pile of books, it is boxes of unprocessed cards. The card backlog may be preferable because books can be used meanwhile, but eventually the work load must be reckoned with in terms of work assignments, staffing and budget. If, as suggested by David Gore (Library Journal, Sept. 1, 1972, p. 2694), abbreviated call numbers are assigned, those books will necessarily pass through physical processing twice. After perhaps six months of fast cat the work load will increase. If maximum reprocessing is done it will involve retrieval of the book, assigning the full classification number, removal of temporary card, pocket and label, and reprocessing with new card, pocket and label, then reshelving.

When work loads increase, the cataloging department will have the tendency to keep up with current fast cat and skimp on the removal schedule. Then fast cat will become a dangerously "fat cat" as backlogs resurface in both a hail of card sets to be typed and books to be reprocessed.

For libraries engaging in a great deal of original cataloging, fast cat necessitates at least minimal reprocessing also. The number of items removed depends directly on the number added; since as a browsing collection, fast cat must have some size restriction.

Ideally, when the proper size is reached, reprocessing proceeds at the same rate as new additions. Regardless of the rate or amount of reprocessing, it is a persistent addition to the catalogers' work load.

The effectiveness and appropriateness of fast cat for any library, therefore, depends upon what it is asked to do and upon the amount of original cataloging taking place. If it becomes the usual manner for dealing with new acquisitions along with minimal reprocessing, it can not only succeed but also provide a great service to the patron. But under the worst conditions fast cat can overload the cataloging staff and lead to a crisis in unexpected backlog--the fast cat collection itself. Likewise, when applied to existing backlogs, the effectiveness and appropriateness depend upon the nature and size of the backlog. It could readily remove a thousand book backlog without getting out of control; and if reprocessing progressed at a rate matching incoming books, a stable browsing collection could be usefully maintained. On the other hand, if the backlog were several thousand or tens of thousands, a fast cat system would create a separate collection of such size and a card set so large that the existing staff could never conquer it.

Fast cat is not a miracle worker nor a short cut; it inevitably increases the work load. Yet for some libraries it can be the instrument to achieve the goals stated at the outset. In a decision whether or not to adopt fast cat a library must carefully weigh the advantage to its patrons against the calculated strain on the cataloging staff. Fast cat's appearance and relative success have removed it from the realm of cataloging cure-all, but established it as a respectable, competing method of cataloging.

FAST-CAT AND BACKLOGS  
Solution at General Theological Seminary

by

Lydia Lo

[The following is a condensation of the  
paper presented to the June 1973 Conference.]

Any library which subscribes to LC cards suffers the common problem of a long wait. At General we had our share of backlogs. Books were piled high on the cataloger's shelf with a big sign saying, "waiting for LC copy." Faculty, students, and not least, the cataloging staff just could not wait to get these books out.

Meanwhile, we provided temporary blue slips for these books which gave information on the main entry, title, imprint and collocation. By adding a series statement, necessary notes and trac-

ings, full cataloging would have been accomplished. So why wait for LC cards? Why waste time on temporary cards? We didn't. We bypassed our cumbersome offset machine, and purchased a Weber Minigraph machine which met our criteria for minimum maintenance and maximum service.

To facilitate cataloging, we revised our acquisition process. We now do a thorough search through NUC, BPR, PW, BNB and LC proofsheets thus achieving both verification of orders and cataloging description. Results are xeroxed and stapled onto the request slips. Foreign titles not located are then searched through various national bibliographies.

After receipt by the order librarian, the book is handed to the cataloger with three slips: a cataloger's worksheet, a faculty notice slip and the original request slip with notations. The cataloger operates through three stages: searching, cataloging/classification, and producing a work slip for the typist to cut the stencil.

To analyze the time required to move a book from receipt by the cataloger to the shelf, we made a time study using ten books typical of a daily work load (six titles with xeroxed verifications, two foreign titles, one biography, and one or two series continuations). We assumed perfect conditions with no interruptions or breaks, and we excluded all non-book materials.

The searching is a double check to eliminate duplicates and to identify varying editions. In the cataloging/classification process 50-60% of acquisitions are accompanied by xeroxed verifications. The cataloger adapts these as needed, for example, to fit our expansion of the Dewey 200 class. When operating from LC proofsheets we make an exception, and after assigning the class number, the typist cuts the stencil directly from the proofsheet. Otherwise the cataloger types a revised work slip for the typist from information supplied.

The typist, using an IBM Selectric II chosen for versatility and even touch, cuts the stencil, and after proofreading runs it on the Weber Minigraph. Cards are dried and tracings added. Although drying requires thirty minutes, this time is disregarded since in actual performance another lot of stencils is either being cut or run.

The books and the completed cards are turned over to the accession clerk. They are accessioned, labeled, and given circulation cards and pockets. The cards are filed in the main catalog. This process requires one hour forty-five minutes.

It requires three hours and a half to move ten average books from the cataloger to the circulation desk. We usually receive, check in and process books the same day. Although there are always factors which prevent perfect functioning, when necessary it is easily possible to have books appear on the shelf completely cataloged the same day they are received.

## TIME ANALYSIS

Table I: Cataloger:	Searching: 10 minutes
	Cataloging & class.: 65 minutes
	Typing work slips: <u>30 minutes</u>
	TOTAL: 1 hour, 45 minutes
Table II: Typist:	Cutting stencil: 10 minutes
	Proofreading: 5 minutes
	Mimeographing: 5 minutes
	Tracings: 10 minutes <u>                    </u>
	TOTAL: 30 minutes
Table III: Accession Clerk:	Typing: 10 minutes
	Accessioning: 10 minutes
	Labeling: 20 minutes
	Pasting: 5 minutes
	Filing: 30 minutes
	Checking: 30 minutes <u>                    </u>
	TOTAL: 1 hour, 45 minutes

Total time for whole process: 4 hours.

Since we are a small library, this process of making our own cards is highly advantageous compared with ordering LC cards, buying MARC tapes and even getting plugged into computer terminals. Cost comparison shows that there is nothing like doing your own thing. It requires just a bit more from your staff, and it keeps the work flowing.

## COMPARATIVE COST ANALYSIS

<u>Producing Own Cards</u>		<u>Cost of LC Cards</u>	
Card stock (50)	\$0.30	LC card sets (10)	\$3.50
Stencils (10)	.45	Circulation cards	.082
Circulation cards (20)	.082	Book plates	.15
Book plates (10)	.15	Selin tape	<u>.10</u>
Selin tape	.10	Total	\$3.832
Ink	<u>.05</u>		
Total	\$1.132		

Initial cost of duplicator \$300.00 (GTS's is four years old and still going strong.) The materials cost saving is \$2.70 for every ten books.

We are suggesting, therefore, that small theological libraries, unattached to university systems, make their own cards. We still order LC cards for items with long contents notes and for series continuation cards which have been on subscription for years. We thus save drawer space and keep series continuations in uniform condition. But advantages in making your own cards include: economy, elimination of waiting, elimination of processing redundancy, clean, uniform copy, and low financial outlay.



THE USE AND ABUSE OF THE RESERVE BOOK SYSTEM  
An Interim Report from Yale Divinity School Library

by

John A. Bollier

[The following is a condensation of the  
paper presented to the June 1973 Conference.]

In a day when "accountability" has become a watchword, lean budgets a perennial reality and cost-effectiveness study an almost exact science, the library's reserve book system is ripe for careful scrutiny. Already in 1940 Harvie Branscomb complained about the unsatisfactoriness of reserved book arrangements noting the brief periods of use, the need for duplicates and the waste in changed reading lists.<sup>1</sup>

Recent studies of actual use of reserve books confirm Branscomb's observations. A 1968-69 study at the University of Nebraska showed that 42 per cent of the 3,600 titles on reserve never circulated, 27 per cent circulated 1-3 times, 13 per cent 4-8 times and 18 per cent 9 times or more.<sup>2</sup>

The University of Sterling in England in a similar study in 1969 discovered that 26 per cent of its reserve collection never circulated, 54 per cent circulated 9 times or fewer, leaving only 20 per cent with a circulation record of ten times or more.<sup>3</sup>

The Yale Divinity School Library staff also felt that the use of its reserve books did not warrant the massive efforts required to support it. Therefore, it began a study in January 1973 which is still continuing. In the existing system 1200-1500 books were placed on reserve by faculty request. After faculty members submitted lists with author, title, call number and number of copies required, the Public Services Department checked entries, alphabetized the lists by course, retrieved the books and prepared special sign-out cards.

In the 1972-73 academic year 345 students were enrolled. In the Fall semester 1439 books were on reserve for 38 courses, an average of 38 books per course. In the Spring semester 1269 books were on reserve for 49 different courses, an average of 26 books per course.

A study of usage at the end of each semester revealed that 33% did not circulate in the Fall and 29% in the Spring. Another 28% and 27%, respectively, circulated one to three times. Although 548 books were charged four times or more in the Spring, only 306 titles circulated 9 times or more.

If one accepts the standard adopted at the University of Nebraska that a book ought to be used at least 9 times in a semester to justify its being on reserve,<sup>4</sup> only 25% of the Yale Divinity

reserve collection ought be there. There are two alternatives to effect savings, either reduce the books on reserve or simplify the procedures for placing books on reserve.

With usage studies and their publicization among faculty there will likely be a high degree of voluntary compliance in reducing the reserve lists. A library can take the initiative for limiting titles by identifying heavily-used titles and placing them on a permanent reserve until no longer needed. Yale has moved in this direction in developing its Cross Campus Library of high usage titles. Also, reserve collections could be reduced by having a shorter recall period for regular circulation materials. With a one week regular circulation, reserve items used fewer than nine times would be equally available in the regular collection. With 15,000 American books available in paperback editions reserve books can be reduced considerably if students purchase reasonably priced paperbacks.

In addition to using the methods above to reduce the reserve book collection, the library can drastically reduce the record keeping and housekeeping performed with a reserve book system. At Yale reserve book course lists will no longer be arranged alphabetically by main entry. The lists will be filed as received from faculty members in a public place, and books will be placed on an open reserve shelf in call number order.

John B. White has proposed that books be left in place in the stacks but be designated as reserve by a special card and dated stamp indicating the date the book will return to regular circulation.<sup>5</sup>

This is an interim report inasmuch as the study has been underway less than six months. In another year a report on the results of some of these and other measures for improving library service and reducing library costs will be presented.

#### HOW MANY TIMES MUST A PERIODICAL BE INDEXED?

by

Duncan Brockway

[The following is a condensation of the paper presented to the June 1973 Conference.]

Every user of periodical indexing and abstracting services is aware that some periodicals are indexed more than once. In the compilation of a handbook of periodical listings for Case Memorial Library twenty-nine such services were consulted. These indexed or abstracted 725 of the 1100 titles received. Since indexes and abstracts perform different services, it is desirable that a title be done by both. If a title was listed by three services, it was assumed to have been done by both. 355 of the 725 titles were indexed by more than three services and thus were over-indexed;

some 300 titles were not indexed at all of which about half should have been.

There are other problems such as the slowness in appearance, too many issues before cumulation or indexing; and the unevenness of subject heading usage both in number and form. Abstracting services locate the article in one place, sometimes without cross references. Too much, not at all, too slow, and too uneven sums up the general indexing picture.

To ascertain whether this general picture applies to the religious periodical indexing field five services were examined: Index to Religious Periodical Literature (ATLA), Christian Periodical Index (CPI), Guide to Social Science and Religious Periodical Literature (GSS), Catholic Periodical and Literature Index (CAP), and Subject Index to Select Periodical Literature (MOS). These were compared for overlapping and omission of titles indexed and for the quality of the indexing.

The monthly MOS lists 180 titles but it does not cumulate. 85 titles or 46% are not repeated in cumulating services. In all 411 different titles are indexed by the five services, but 108, or 26%, are indexed more than once. Through some miracle there is no title indexed by all five.

CAP is prompt in publication, but up to eight issues must be consulted before the permanent volume appears. ATLA is a semi-annual which cumulates every two years with a three month delay in publication, CPI appears quarterly with a yearly cumulation with a four month delay while GSS is a quarterly cumulating yearly but with a seven month delay.

A volume of Church History, which is indexed by four of the five services, was checked for quality of indexing. At the same time observations were made to test how well indexing by title might work. It was found that indexing by title alone can be very accurate. A two week survey of titles of periodical articles showed that 70% of the titles could be done this way, while only three per cent could not be used at all.

There are a large number of important and not so important titles which are not indexed at all. These include The Journal of the Academy of Parish Clergy, Journal of the American Society for Church Architecture, Church and State, Colloquy, Dialogue, Faith and Art, Faith and Form, Ghana Bulletin of Theology, Jesuit, Kerygma, Liturgy, and New Divinity.

Thus, the problems which confront periodical indexing in general also plague religious periodical indexing: too much, not at all, too slow, and too uneven. A solution is needed.

Case Memorial Library proposes that it become the center for the coordination of religious periodical indexing. It is proposed that the present indexing services continue to index the

titles they index with changes in their lists to eliminate duplication and to include titles not indexed at all. For consistency in the choice of subject headings, a master list would be adopted and used by all. If possible, the indexing would be done by title for speed. More than one subject head would be used if at all possible. Each indexed title would then be sent to CML for editing and feeding into a computer. Once a month the computer would print out for publication (in decent type) all that had been placed into it during the period. Each month would cumulate the previous months until the permanent volume was published.

It would be hoped that the cost of this would be less than the present cost of \$150.00 to \$200.00 for these services.

THE PRESENT STATUS OF INDEXING AND ABSTRACTING SERVICES IN THE  
FIELD OF RELIGION: A QUANTITATIVE ANALYSIS

by

John J. Regazzi

[The following is a condensation of the  
paper presented to the June 1973 Conference.]

This paper presents a statistical analysis of the type and number of journals used by theological indexing and abstracting services. The writer has attempted to analyze the duplication which exists among the major American and international theological indexes and abstracts. The indexes selected have been limited to those whose primary objective is to analyze the periodical literature of religion and theology.

Twelve American and four international indexing and abstracting services were chosen to give significant representation rather than comprehensive coverage.

The journals of each index were collated, and then correlated with the journals of the other indexes in order to determine individual duplication factors. Several of these individual correlations were significantly high, for example, the Index to Religious Periodical Literature had a duplication factor of 55.4 with both the International Bibliography of the History of Religions and New Testament Abstracts.

From the individual correlatives, three basic propositions were investigated. 1) What is the overall duplication factor for all sixteen indexes and abstracts? 2) What is the duplication factor for the American services with the total population? 3) What is the duplication factor for the international services with the total population? The results in each area were significantly high; overall, the duplication factor was 66.6.

Each index was then correlated with the total population in order to determine the duplication rate for each service with the remaining indexes. There were some significant rates which should be emphasized: Index to Religious Periodical Literature, 97.9%; New Testament Abstracts and Christian Periodical Index, 96.5%; Religion and Theology Abstracts, 96.0%; Ephemerides Theologicae Louanienses, 74.6%; and International Bibliography of the History of Religions, 66.4%. The denominational indexes, the Southern Baptist Periodical Index and the United Methodist Periodical Index had rates below 18%.

Several suppositions were drawn from the statistics. Almost all foreign titles used by American services are duplicated in international indexes; the converse is also true. The Index to Religious Periodical Literature, Christian Periodical Index, New Testament Abstracts, and Religion and Theology Abstracts are almost entirely duplicated by the remaining population. Moreover, less than half of the titles produced in thirteen of the sixteen services are unique. The Index to Religious Periodical Literature and New Testament Abstracts show the highest and most consistent duplication rates with each of the other services. The overall duplication factor, as well as the duplication rate of foreign and English language titles, is critically high. Two-thirds of the titles indexed are duplications.

What looms most evident is the lack of coordination among all these indexing and abstracting services. With the expression of such high duplication rates, it is clear that these services neither have agreed upon precise goals for themselves or each other, not have they divided their responsibilities. If some kind of specialization and/or centralization could occur, a more efficient, effective and expanded indexing program would ensue. For more effective bibliographic control of religious periodical literature a cooperative, coordinated program should be initiated.

## UNDERGRADUATE REFERENCE SERVICES

by

David Brink

[The following is a condensation of the paper presented to the June 1973 Conference.]

I want to outline what I perceive to be the two foci of undergraduate reference service. I will specifically include what we are doing at Carleton College. I feel great kinship with Tevye, the milkman in Fidler on the Roof. There is a duality in reference services which leads me to say, "On the one hand the focus of reference should be the direct provision of information, but on the other hand the primary effort should be to teach students how to find their own information."

The first direction of reference service I would like to call information service. It stems from the days when "reference" was first attached to "book" or "librarian." A reference book provided information; a reference librarian could find specific information. Since the time that connection was made in the last century, the phenomenal growth in the amount of information and the wider variety of forms in which it is available have greatly increased the need for specialists to ferret it out.

Given the difficulty of retrieving relevant information and the scarcity of time of analysts and decision-makers, the role of the reference librarian or information specialist becomes clear. It is to provide the patron with the information that he or she needs. Certainly, all of us provide a rudimentary form of this service when we tell a patron how many omers there are in an ephah, or whether one of Buber's books was first published in German, English or Hebrew. But logic, trends toward specialization, or professional pride push us further. So when a student asks for a bibliography to do a paper on the Quartodeciman controversy, we compile it; when a faculty member wants a reading list for a new course on the philosophy of John Dewey, we put it together; when an administrator needs data on trends in birth rates and college enrollment, we gather it.

Using the model of the special, or industrial, library where intense need for quick, accurate technical information required the creation of an information specialist, college reference librarians compile bibliographies requested by faculty members, administrators and committees, provide currency services for newly received journals and information on acquisitions. Only the difficulty in following the rapidly changing interests of students and insufficient staff prevent the offering of the same services to students.

At Hamline University with supporting grants four information specialists provide information support for courses from their design and lecture preparation stages through text selection and laboratory project planning to student assistance in research methodology and refinement of topics for projects.

The other prong of reference service, instruction in the use of the library, rests on the admirable goal of producing a bibliographically self-sufficient college graduate. Such a graduate with an information need ought to be able to enter a library with the skills necessary to fill the need. Reference librarians are, in a sense, trying to work themselves out of jobs, to become what one wag has already called us, "anachronistic wizards."<sup>1</sup>

For existential reasons, when descended upon by sixty students in two days wanting to know the amount of gasoline consumed in the U.S. in a year, the acreage of various types of vegetation under cultivation and a formula for photosynthesis, one becomes quickly inspired to go into the classroom and tell students how to use the library.

The best instructional program I know is in operation at Earlham College where librarians try to speak to every class in which a research paper is assigned, tailoring their presentations to the specific information needs of the class, and it is given at a time when students begin to worry about their papers. Thus, they can focus on a workable body of material at the time when the student's perceived need is greatest.

There remains a contradiction, both in philosophy and practice, between information service and instruction in library use. Today both aspects are practiced beside one another in a rather tepid way. Reference librarians must grapple with the question, how long will it be before we must make a choice between the two?

#### A REPORT ON WORKSHOP 4

by

Maria Grossmann

No working papers or proposals had been submitted, so the agenda was wide open. John Batsel announced that he would have a proposal for fund raising, when the time came to submit it.

Several possible areas of discussion were mentioned in the beginning; most interest was expressed in discussing cooperation, national, regional and local, union lists of serials, standards, etc.

It was pointed out that regional cooperation has its different ramifications, since some seminary libraries had to cooperate with university libraries, public or special libraries, rather than theological libraries, since no other theological libraries were in the region; this presents special problems.

Relationship with ALA, SLA, ARL, CSR were mentioned, as well as other topics. It was finally decided to concentrate on three areas: the newly created Accreditation Committee, the problem of Financial aid from Foundations, and the AATS-ATLA Library Task Force Report.

#### Accreditation Committee

Earle Hilgert reported that the committee would like to concern itself with 3 problems: a) There is need for sharper instruments to measure the adequacy of the libraries and resources relevant to the programs; b) the Committee wants to provide an awareness service to the staff of the AATS, especially its Accreditation Committee, for input of what we feel is important; c) and it would like to provide some continuing interpretation of the activities of AATS. Mr. Hilgert mentioned that AATS had given the Committee a cordial welcome.

### Financial Aid from Foundations

John Batsel presented a proposal orally, which he promised to write up. He feels that we cannot depend entirely on volunteer ATLA members for fund raising; it has become a highly specialized activity and ATLA needs some professional help. He suggested that the members-at-large of the Board of Directors, together with the president, be selected as coordinators of this program and that they co-opt other members of ATLA as needed; thus the workload would be more fairly distributed. Data should be gathered, the proposal has to be approved by the Board of Directors, and then funds will be needed to hire a professional to do research as to which foundations ATLA ought to apply to. We also would have to hire professional help to write up the proposals. All this could be done on a regional basis.

Funds also ought to be raised for projects which benefit small groups at the beginning, but which in the future will help all of ATLA. Funds ought to be raised for specific purposes.

### AATS-ATLA Library Task Force Report

Discussion on this project was the most extensive. The relationship of ATLA to AATS was discussed at length and it was pointed out that this particular project appears to be a limited, terminal project and does not provide operating expenses for ATLA. It was also pointed out that ATLA is already working in several areas mentioned in this report, but that more coordination is needed. It seemed to some that there are "monolithic implications" in this document and that technical matters are emphasized almost exclusively. The question was raised as to who was going to be in charge of the project, AATS or ATLA? With AATS funding, would this influence the course of events? Ought ATLA make a counter-proposal?

It was agreed that ATLA is not doing enough for the theological library profession and that the AATS-ATLA proposal ought to alert ATLA to what it is not doing.

The following resolutions resulted from the discussion; they were later approved by the membership.

- Be it resolved that: (1) the ATLA receive the report of the AATS-ATLA Library Task Force and approve its purposes and goals;
- (2) direct that the ATLA Board of Directors negotiate the structures for the implementation of the recommendations with AATS;
- (3) the ATLA Board of Directors seek to give practical expression to recommendations 2, 3, and 4 through the ATLA standing committees;
- (4) and the ATLA Board of Directors endorse the AATS proposal to seek funding after the satisfactory conclusion of the negotiations cited in item (2) above.



## FINANCIAL ASSISTANCE FROM FOUNDATIONS

by

John D. Batsel

One of the crucial aspects of the ATLA program in the next few years is finances. In the past the Committee on Financial Assistance from Foundations has played a key role in the development of the association. One need mention only a handful of projects whose permanent results characterize the association to understand the contribution of this committee. Among them are the Board of Microtext, the Board of Periodical Indexing, the Library Development Program, the Lilly Scholarship, and the Sealantic Fellowship program.

With incorporation and further organizational development the association stands in need of outside funding for many new programs. The problem, as I see it, is to structure an efficient fund-raising unit with volunteer help from members of the association.

We are clearly beyond the stage when our needs can be met by untrained volunteers alone. We are not yet to the stage that we can support a Director of Development. This situation suggests to me that a combination of volunteer and professional fund-raising personnel is what is called for at the moment. A certain flexibility and sharing of responsibility is also called for.

In light of these requirements I would suggest that a fund-raising group be structured along the following lines. First, that the six Class A Directors become the permanent Committee on Financial Assistance from Foundations, one of whom would be designated a coordinator of projects. The other five would function as project consultants distributing the projects among themselves according to their interest, ability, geographical location, or other pertinent considerations.

Second, fund-raising projects would originate in one of the standing committees of the association. The chairperson of that committee or a designated committee member would work as project director in conjunction with the six directors in bringing the project to fulfillment. These seven persons along with the president of the association, as an ex-officio member, would constitute the decision-making group. Their work could be by correspondence and telephone.

Third, this Committee on Financial Assistance from Foundations should receive a budget from the association for the purpose of obtaining (1) professional researchers for the choice of the proper foundations to be approached, and (2) professional proposal writers to insure a proper approach to those foundations.

Guidelines for the jurisdiction of this committee should be developed by the Board of Directors of the association. It is my feeling that projects involving as few as three or four member libraries should receive the attention and aid of this committee so long as the results of financial assistance can be shown to be of value for the association as a whole.

It is my belief that this will distribute the work load and responsibility in such a fashion as to make it feasible. I should like to see a pilot project conducted in the fashion described during the course of 1973-74. Further, if there should be a cash surplus from the present meeting of the association I suggest that it be used as the seed money for such a pilot project. It would be most appropriate to select proposals arising from this conference as the subject matter for such a pilot project.

Modifications of the above outlined program would be in order both from this group and from the Board of Directors. The essential outline is my concern.

#### FOOTNOTES FOR POSITION PAPERS

##### Faupel, Developing Professionally,

1. M.I. Kelley. "Knowledge and Professional Skill, or is There a Place for Field Work in Library Education for Tomorrow?" Atlantic Provinces Library Association Bulletin, 33: 13-15 (June 1969).
2. Ibid., p. 13.
3. W.J. McGlothlin. "Continuing Education in the Professions" Journal for Educational Librarianship, 13: 3-16 (Summer 1972).

##### Griffis, Faculty Status,

1. Interested ATLA members or others may obtain a copy of the By-Laws of the Librarians of Union Theological Seminary (LUTS) by sending to the Rev. Paul A. Byrnes, Chairman, a stamped, self-addressed envelope and a quarter for the cost of xeroxing.

##### McLeod, Periodical Exchange,

1. Organizational facts and data presented here are taken from reports of the Periodical Exchange Committee as published in Summary of Proceedings of ATLA Annual Conferences. Due to limited space, individual citations are not given.

##### Bollier, Reserve Book System,

1. Harvie Branscomb, Teaching with Books (Chicago: Association of American Colleges, 1940), p. 118.
2. Bob Carmack and Trudi Loeber, "The Library Reserve System--Another Look," College and Research Libraries 32 (1971): 108.

3. P.G. Peacock, "The Short Loan Collection in a University Library," Journal of Librarianship 4(1972): 132.
4. Carmack and Loeber, "The Library Reserve System," p.109.
5. John B. White, "Reduce the Records and Handling of Library Reserves," Illinois Librarian 54(1972): 215-216.

Brink, Undergraduate Reference Services,

1. Gore, Daniel, "Anachronistic Wizard: The College Reference Librarian," Library Journal, Vol. 89, April 15, 1964. pp. 1688-1692.

## AATS-ATLA LIBRARY TASK FORCE REPORT

A widening concern for theological education with a pronounced professional stance, the extensive emergence of educational media other than in book form, the mixed promises and problems in the development of new technology affecting the educational-library function, a new accrediting flexibility aimed at matching resources and program, and shrinking budgets, represent the context in which the Task Force carried on its function. Complex as these factors are, separately and collectively, our assumptions--and also our recommendations--are relatively clear and simple, though not necessarily easy to implement.

## Assumptions

1. Given the premise that resources and educational programs are to be more closely correlated in nature and function, the educational resource or librarian function is necessarily indigenous to the educational enterprise. The issue lies beyond the traditional question of whether, or how many librarians, have faculty status. It is rather that librarians who do not assert their role in the educational process, and faculty and administrators who exclude them or give them status without educational portfolio are alike betraying the educational function. The public, the student, and the trustee voices are heard in varying degrees. But the educational voice of the librarian in an educational partnership is rare rather than pronounced.

2. Librarians can only assume the educational role as operational and technical issues are matters for over-all supervision by the librarian rather than preoccupations and occupations taking major time. Librarians can be freed for educational roles in many instances if they: (1) train non-professionals or hire trained non-professionals and (2) utilize the available services of the Library of Congress.

3. The increasing coverage of materials catalogued by the Library of Congress, the increasing speed with which Library of Congress information is becoming available, the variety of format in its availability, and the standardization of usage which users prefer, dictate extensive use of Library of Congress. Indeed, the Committee recommends the standard use of Library of Congress classification numbers for all libraries, with the most limited reclassification of older materials classified in other systems. (For those who are interested in details and actual services, a fairly extensive account of the meeting of the Task Force with Library of Congress staff is appended to this report.) The acceptance of Library of Congress services without changes makes it possible to do much of the technical-operational work with trained non-professionals.

## Problem Areas

1. Tapes, slides, audio-visual, TV materials now are standard fare in educational life. Sometimes they merely substitute for the printed page; more often, they add new and additional dimensions, as in audio-visual tapes of worshipping groups or community activities. Some schools have created audio-visual centers outside and apart from the library; in other instances, keeping the materials, such as tape, in the library for checking out purposes. The Task Force has been less interested in the spatial configuration than in facing the reality that the library function is broader than the book-periodical one. There are only a few schools, however, who have extensively moved in this direction. Generally, the quality and extensive nature of current non-book media demands the abandonment of haphazard ways of handling them. Moreover, much of this material is generally unknown and often in private faculty hands, whether or not privately owned. The collecting of such material and knowledge of its availability constitute necessary first steps.

2. Microfilm, microfiche, and duplication by xerox or other methods: It is apparent that older materials will increasingly become available in microfilm and microfiche, given the pressures on inter-library loans. Moreover, the publication of some periodicals in the theological field only in microfiche is before us. The equivalent of books or working papers, or so-called fugitive materials, will be published either in microfiche or cheaper forms of publication for anywhere from 50-500 copy runs. Moreover, the availability of xerox or its equivalent--whatever the present legal problem--will undoubtedly be resolved in such a way as to obviate undue duplicates of books or reserve shelves in libraries in principle as well as in fact.

But the analysis of such materials and their use will create new problems for libraries, though they may also help solve the continual demand for more library space. As microfilm or microfiche materials and readers become more and more available to individual readers, the present aversion to such materials will diminish. The educational resources supplied through libraries or learning centers will be more diverse than heretofore; but they will also be used extensively outside the traditional library building. The locus will be small media rooms, within or without library structures, and one's own individual study.

Such developments present new problems--the filming of materials; the analysis, classification and cataloging of materials; the use of the best readers; the non-duplication of such effort by local libraries, for both filming and analysis should be a one-time operation, the results of which are available to all; the pooling of information about materials; training for such resource people.

3. The computer. The computer is neither a panacea nor a disaster. It is here to stay and will gradually and more soberly make its way. Computers save money in particular, circumscribed operations. But mainly, they can provide fuller and more sophis-

ticated information. Taken as a whole, they have not reduced costs and at best, will probably keep costs from escalating. For theological education, two things suggest themselves:

- a. On the computer front, theological schools can best be related to regional developments.
- b. Theological schools may pioneer in the use of computers in situations where their own required concerns can be furthered. This may, for example, be possible in the interrogation of theological periodical information.

4. Preliminary probing by the Task Force did not detect much interest among theological schools in building regional cooperation and dependencies. The assumption seems to be that the change in standards will mean that resources for professional education can be met considerably below current expenditures, while faculty research interests can be more economically met by providing travel funds to research centers. In point of fact, library budgets have not suffered out of proportion to other budgets. But the inflationary price of books, e.g., during the past few years, has reduced actual purchasable materials by almost one-third. It should be noted, too, that research library use by other institutions is being restricted and activity curtailed through user fees of considerable magnitude. There is reason to believe that regional agreements could do much to give more flexibility to individual institutions while gaining accessibility to materials now either not purchased or needlessly purchased.

5. In the course of our work, we became aware of diverse, overlapping proposals and projects designed to overcome one or the other of the previous issues. Some projects will fail because of lack of follow-through; others may succeed if foundations respond positively. Some of the projects look good; others, look unnecessary, duplicating what is already happening. Unfortunately, many are repetitive. But this fact led the Task Force not to propose direct projects needing funding, but rather to our basic proposal for dealing with the issues and groups as a whole.

#### Concrete Recommendations

1. That the AATS, in cooperation and consultation with the ATLA, seek funds for the work of two staff persons for a four-year period, whose responsibilities, appropriately spelled out, would include:

- a. Helping analyze functions within libraries on the basis of previous self-analysis.
- b. Work with librarians and schools in maximizing full Library of Congress services.
- c. Helping create situations for retraining of staff for new functions.
- d. Developing regional cooperation.
- e. Consulting on space and building problems.

- f. Analysis of materials not covered by Library of Congress, including recommendations and initiation of procedures for cataloging of such materials on a farmed out and/or national basis.
- g. Exploring feasibilities directly, and with groups working on projects, covering microform publications and republications in religion, ranging from subject matter to hardware.
- h. Indexing and analysis relating to periodicals and possible computer usage.
- i. Information on availability of, and development of, nonprinted media.
- j. Computer use--where and how.

Because the issues are complex, demanding full-time and professional attention, and because groups are at work in an uncoordinated way, we recommend the use of full-time competent personnel over a limited period of time to foster specific developments.

2. The ATLA, in association with AATS, should establish a liaison relation with Library of Congress to facilitate the mutual flow of information, to determine respective responsibilities and uniformity of concern and standards. (See Appendix)

3. The ATLA should create a manual of standard practices and procedures, ranging from the educational role of the librarian to "how to procedures" for a total operation, taking Library of Congress services into account.

4. That ATLA-AATS cooperate with each other and perhaps other institutions, such as library science schools, etc., in sponsorship of workshops for theological faculty on the use of media, such as video-tape, audio visual, slides, tape, and other materials in teaching.

#### Appendix (Meeting with Library of Congress staff)

The purpose of the meeting was to discuss the various programs of Library of Congress (LC) which might affect theological seminary libraries during the decade of the 1970s. In particular, attention was directed to the Cataloging in Publication (CIP) program and to the Machine-readable Cataloging program (MARC), both of which have important implications for theological libraries.

It was reported that CIP was now covering approximately 15,000 English-language titles published by American firms each year and that the goal of the coverage is approximately 25,000 titles per year. As part of this program, publishers supply LC with galley proof for forthcoming books, on the basis of which LC provides the publisher with standard cataloging and classification data to be printed in the book itself, usually on the verso of the title page. Data provided by LC includes the main entry, established according to LC form under the provisions of the Anglo-American Cataloging Rules; series statement; notes; subject tracings;

added entry tracings; LC classification number; Dewey classification number (for most titles); and LC card number. Data to be supplied by the publisher include the title and subtitle, edition statement and imprint, and collation.

In addition to being printed in the book, CIP data are incorporated into the MARC record to form what is known as "Advance MARC." This record appears as a machine-readable tape on which is represented the information about the forthcoming publication, e.g. author, title, publication place, publisher, expected publication date, series, notes, tracings, and classification number(s), as well as LC card number, and International Standard Book Number (ISBN). When a CIP book is published, an early copy is sent to LC for completion of the cataloging record and hence the MARC record. This revised version of the MARC records is then released in the regular weekly MARC distribution service, a service which is handled separately from the Advance MARC.

The limitations of CIP are recognized by LC in that complete coverage of all American publishers is yet to be attained. At present, a representative group of publishers of religious books is participating, numbering some twenty-two firms.

CIP does not provide coverage of foreign-language materials, except a very few which are issued by American companies; nor does it include serial publications unless they are of the monographic type. Thus, theological libraries will find that they must turn to other LC services to obtain cataloging and classification assistance for such items, for example, to the National Program for Acquisitions and Cataloging (to be discussed subsequently). Further, CIP will not cover items published on a very limited denominational basis such as religious education curricula materials.

The MARC program does not, as of this writing, cover books in non-English languages. It is projected, however, for the very near future, that MARC will be expanded from its present scope (namely, all monographs published in English, except those which are categorically excluded because of the unsuitability for LC collections, e.g., religious education curricula materials) to cover French-language publications. The inclusion of other languages awaits funding, but it is anticipated that German cannot be added before 1975 or 1976, given current budget strictures.

In addition to MARC for monographs, machine-readable tapes for films are also available on a subscription basis from LC, and a MARC format for both serials and music are in process. In sum, MARC provides cataloging and classification data in machine-readable form according to a standardized format which can be interpreted and processed on all major types of "third generation" computers, e.g., the IBM 360 series. At present, however, the subscriber to the MARC tapes must devise suitable programs for reading, arranging, and printing the data incorporated in this cataloging record; such programming work requires knowledge of the uses to which the MARC record will be put and an understanding of the special problems involved in searching a tape which utilizes both fixed and variable field coding.



Because of these conditions relating to the use of MARC tapes, most theological seminary libraries will be excluded from the direct benefits of MARC unless they are attached to a large research library, are members of a sizable theological cluster, are participants in a cooperative center such as the Ohio College Library Center, or can contract with a research library in their locale. There are, however, some indirect benefits of MARC which will be realized by all librarians, whether they utilize the tapes or not. For example, the combination of the MARC record with an automated catalog card distribution system now under development by LC will assure that catalog cards will be quickly available for purchase and will remain available for as long as there is demand for them. Further, CIP in combination with MARC assures an early cataloging of the major books which most libraries, including theological libraries, are likely to purchase as current acquisitions. This also means that printed cards, from which the MARC records are now processed, will also be available much more quickly than has heretofore been the case--sometimes even before actual publication date of the book.

A program which has been in force for a number of years--the National Program for Acquisitions and Cataloging (NPAC)--holds the greatest promise for producing cataloging and classification data for foreign-language titles. NPAC is now operative in almost all of the Western European countries and in Brazil; under its provisions, the titles cataloged within the participating countries for the country's own national bibliography, will also be cataloged, in effect, for LC. LC acquires the national bibliographic listing along with the books themselves; alters or adds the data to agree with LC cataloging and classification practices relating to main entry, subject and added entries, and class numbers; accepts the descriptive data provided by the participating country in all other respects. Printed cards resulting from NPAC appear in the National Union Catalog (NUC) and are available for purchase through the LC Card Division. Thus, theological libraries can expect to obtain printed cards or find NUC entries for currently-published materials in most Western European languages.

A recent policy change at LC also insures that all monograph series received by the Library will be "analyzed," i.e., cards will be prepared and sold for each bibliographic unit in the series. Since theological librarians are likely to have been doing considerable analytic work on their own, especially for monographic series coming out of Western Europe, this policy change will reduce the load of "original cataloging" which many libraries have carried over the years. It should be noted, however, that LC will not analyze government document series in full, although those which are currently being analyzed will continue to be. In general, this restriction should not deprive theological libraries of any analytics which they would normally need.

Although it was noted that LC's coverage of audio-visual materials is being steadily increased, especially in the areas of films, filmstrips, and recordings, theological libraries might

discover that some of these media will not be adequately covered by LC since they are essentially limited to use in religious education programs. LC does not plan to include so-called "Sunday School materials" in its acquisitions or cataloging programs.

Among the other categories of material not acquired or cataloged by LC are pamphlets, particularly those which include a single sermon or speech. Such items would have to be cataloged "originally" by the libraries which acquire them.

Further discussion revealed that LC would be very receptive to any "official" representation from theological librarians through a liaison position established by the American Theological Library Association. Although LC tends to avoid cooperative and contract relationships with individual libraries, library associations, or groups, the staff is highly interested in receiving "group input" which carries the weight of majority opinion gathered from that group.

In sum, it appears that theological librarians may expect increased speed in cataloging and increased coverage of currently published theological materials in English and Western European languages. These cataloging data will be available, to varying degrees, in several forms: CIP, MARC, NUC, proofsheets, or printed cards. Some audio-visual materials will also be covered, especially those which are commercially produced. Theological librarians may expect relatively little help, however, in the cataloging of religious education curricular materials, pamphlets, and denominational monographs and serials which are limited in distribution. Some, but not complete, coverage of materials in languages other than English or Western European may be anticipated. And, insofar as possible, LC will be willing to discuss adjustments in its classification and subject heading systems which might make them more useful to theological libraries.

Respectfully submitted,

Grant Bracewell  
Doralyn Hickey  
Balmer Kelly  
Marvin J. Taylor  
John Dillenberger, Chairman

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Part IV

APPENDIX

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CERTIFICATE OF INCORPORATION OF  
AMERICAN THEOLOGICAL LIBRARY ASSOCIATION

We the undersigned, natural persons of the age of twenty-one years or more acting as 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 Corporation's registered agent at such address is The Corporation Trust Company.

IV

The purpose or 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 arbitrat-  
ive 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 Corporation. 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 Corporation 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 consolidation, 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 a Periodical Indexing Board which shall have and may exercise all the powers and authority of the Board of Directors in the management of and the affairs and property of the Index to Religious Periodical Literature; but the Periodical Indexing 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 Index to Religious Periodical Literature, recommending to the Members a dissolution of the Corporation or a revocation of a dissolution or amending the By-Laws of the Corporation. The Periodical Indexing 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 Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) as the Board of Directors shall determine.

## XI

This 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/Crozer  
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, Ander-  
son, 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

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

The Corporation may (1) enter into affiliation with organizations of related interests through a proposal of the Board of Directors to which the membership gives its approval by a majority vote at an annual meeting of the Corporation, (2) enroll or withdraw as an institutional member of another organization by vote of the Board of Directors, or (3) 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. Such affiliate relationships approved by the membership of the American Theological Library Association prior to its incorporation may be continued by resolution of the Board of Directors.

ARTICLE IV

Membership

4.1 Institutional Members - Libraries of American Association of Theological Schools' member schools 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.

4.2 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 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 library schools of recognized standing may be elected to Student Membership through procedures established by the Board of Directors and by compliance with the conditions prescribed by these By-Laws.

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 a 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 a 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	-	\$25.00
\$ 50,001 - 75,000	-	30.00
75,001 - 100,000	-	35.00
100,001 - 125,000	-	40.00
125,001 - 150,000	-	45.00
150,001 - 175,000	-	50.00
175,001 - 200,000	-	55.00
200,001 - up	-	60.00

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	\$10	\$ 6
\$5,000 - \$7,499	\$15	\$ 8
\$7,500 - \$9,999	\$20	\$10
\$10,000 and up	\$25	\$12

Full Members on retired status are exempt from payment of dues.

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 five dollars (\$5.00).

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 dues within the first six (6) months of the fiscal year will be automatically suspended. Members thus suspended may be reinstated upon payment of dues for the current year.

## ARTICLE VI

### Meetings of Members

6.1 Annual Meetings - The annual meeting 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 of 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, affairs and business of the Corporation shall be managed by the Board of Directors.

7.2 Initial Directors - The Initial Directors shall be the Members of the Executive Committee of the predecessor American Theological Library Association, an unincorporated association, as provided in this Article VII.

7.3 Number and Classes of Directors - The Board shall consist of eleven (11) Directors as follows:

Class A Directors - Six (6) Class A Directors shall be Full Members of the Corporation.

Class B Directors - Five (5) Class B Directors shall be the President, the Vice-President, the Immediate Past President, the Recording Secretary and the Treasurer of the Corporation.

The Executive Secretary, Editor of the Corporation's official publication and a representative of the American Association of Theological Schools shall be ex officio members of the Board of Directors without vote.

7.4 Election and Designation of Directors - The Board of Directors will be elected and designated as follows:

1. Initial Class A Directors - The initial six (6) Class A Directors shall be the members-at-large of the Executive Committee of the predecessor American Theological Library Association, an unincorporated association, on the date of incorporation. The term of each Class A Director so designated shall be as provided in Article 7.7.

2. Class A Directors Subsequently Elected - Upon expiration of the respective terms of the Initial Class A Directors and sub-

sequently elected Class A Directors, Class A 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 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.

3. Initial Class B Directors - The initial five (5) Class B Directors shall be the President, the Vice President, the Immediate Past President, the Recording Secretary and the Treasurer of the predecessor American Theological Library Association, an unincorporated association, on the date of incorporation. The term of each Class B Director so designated shall be as provided in Article 7.7.

4. Class B Directors Subsequently Elected - Upon expiration of the respective terms of the Initial Class B Directors and subsequently elected Class B Directors, 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 held at the annual meeting of the Members of the Corporation. There shall be a written ballot which may be cast at the annual meeting of Members or forwarded by mail to the Executive Secretary of the Corporation prior to the date of the election. 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.

7.5 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.

7.6 Vacancies - The Board of Directors shall make appointments to fill vacancies in the elective positions of Recording Secretary and 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.

7.7 Term of Directors - Each Class A Director shall serve for three (3) years except as follows:

Each Initial Class A Director shall serve until the time his term as member-at-large of the Executive Committee of the predecessor American Theological Library Association, an unincorporated association, would have terminated; thus,

Two Initial Class A Directors shall serve until the adjournment of the 1973 annual meeting of the Members;

Two Initial Class A Directors shall serve until the adjournment of the 1974 annual meeting of Members; and

Two Initial Class A Directors shall serve until the adjournment of the 1975 annual meeting of Members.

Each Initial Class B Director shall serve until the time his term as President, Vice-President, Immediate Past President, Recording Secretary or Treasurer would have terminated or shall terminate.

7.8 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.

7.9 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.

7.10 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 of 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.

7.11 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 a meeting at which a Quorum is present shall be the acts of the Board of Directors. 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 one (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 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 Recording 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 Recording 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 Recording Secretary not less than two months preceding the annual meeting and shall be published in the official publication of the Association not less than three weeks before the annual meeting. 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 qualified.

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 Recording Secretary - The Recording Secretary shall attend all meetings of the Board of Directors and all meetings of the Members and record the proceedings of the meetings of the Members and of the Board of Directors in a minute book to be kept for that purpose. He shall give, or cause to be given, notice of all meetings of the Members and of the Board of Directors and shall perform such other duties as may be prescribed by the Board of Directors or President under whose supervision he shall be. He shall 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 Treasurer - The Treasurer shall have the custody of the corporate funds and securities, including those of the Board of Microtext and the Periodical Indexing 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.

11.3 Disbursements to Board of Microtext and Periodical Indexing Board - The Board of Microtext and the Periodical Indexing 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 Periodical Indexing 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, the 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 Periodical Indexing 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.

11.4 Term of Recording Secretary and Treasurer - The Recording Secretary and the Treasurer of the Corporation shall serve for three (3) years or until their successors are elected and qualify.

11.5 Election of Recording Secretary and Treasurer - The Recording Secretary and the Treasurer of the Corporation shall be elected at an annual meeting of the Members in accordance with Articles VII and VIII hereof.

11.6 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 Periodical Indexing Board may be appointed and their remuneration, if any, determined by 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. Initial Board Members - The Initial Board Members shall be the Board Members of the Board of Microtext of the predecessor American Theological Library Association, an unincorporated association, on the date of incorporation.

12.3 Number and Classes of Board Members - The Board of Microtext 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 XII.

2. Class B Board Members - The Class B Board Members shall be elected as provided in this Article XII.

12.4 Election and Designation of Board Members - The Board of Microtext will be elected and designated as follows:

1. Initial Class A Board Members - The three (3) Initial Class A Board Members shall be those Members of the Board of Microtext of the predecessor American Theological Library Association, an unincorporated association, on the date of incorporation who were appointed to such Board by the Executive Committee of the predecessor American Theological Library Association. The term of each Class A Board Member so designated shall be as provided in Article 12.6.

2. Class A Board Members Subsequently Elected - Upon expiration of the respective terms of the Initial Class A Board Members and subsequently elected 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.

3. Initial Class B Directors - One Initial Class B Board Member shall be the American Association of Theological Schools' appointee to the Board of Microtext of the predecessor American Theological Library Association, an unincorporated association, on the date of incorporation. The term of such Initial Class B Board Member so designated shall be as provided in Article 12.6. The other Initial Class B Board Member shall be the Member of the Board of Microtext of such predecessor American Theological Library Association on the date of incorporation who was appointed to the Board of Microtext by the Board of Microtext. The term of such Class B Board Member so designated shall be as provided in Article 12.6.

4. Class B Board Members Subsequently Elected - Upon expiration of the term of the Initial Class B Board Members and Class B Board Members subsequently elected, candidates for the position of Class B Board Member shall be nominated by the Board of Microtext and elected at the Annual Membership Meeting of the Corporation. In making and reporting such nominations, the Board of Microtext shall be governed by Article 8.2. 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 Board Members to be elected but may not cast more than one (1) vote for any single nominee.

The term of each Member of the Board of Microtext so elected or designated shall commence with the adjournment of the Annual Meeting of the Members of the Corporation at which such Board Member shall be elected.

12.5 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.

12.6 Term of Board Members - Each Board Member shall serve for three years except that each Initial Board Member shall serve until the time his term as a Member of the Board of Microtext of the predecessor American Theological Library Association, an unincorporated association, would have terminated.

12.7 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.

12.8 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.

12.9 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.

12.10 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 one (1) vote in person and may not exercise his voting rights by proxy.

## ARTICLE XIII

Periodical Indexing Board

13.1 General Powers - Except as provided in the Certificate of Incorporation and these By-Laws, the property, affairs and business of the Index of Religious Periodical Literature shall be managed by the Periodical Indexing Board.

13.2 Initial Board Members - The Initial Board Members shall be the Board Members of the Periodical Indexing Board of the predecessor American Theological Library Association, an unincorporated association, on the date of incorporation.

13.3 Number and Classes of Board Members - The Periodical Indexing 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.

13.4 Election and Designation of Board Members - The Periodical Indexing Board will be elected and designated as follows:

1. Initial Class A Board Members - The three (3) Initial Class A Board Members shall be those members of the Periodical Indexing Board of the predecessor American Theological Library Association, an unincorporated association, on the date of incorporation who were appointed to such Board by the Executive Committee of the predecessor American Theological Library Association. The term of each Class A Board Member so designated shall be as provided in Article 13.6.

2. Class A Board Members Subsequently Elected - Upon expiration of the respective terms of the Initial Class A Board Members and Class A Board Members subsequently elected, 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.

3. Initial Class B Board Members - One (1) Initial Class B Board Member shall be the American Association of Theological Schools' appointee to the Periodical Indexing Board of the predecessor American Theological Library Association, an unincorporated association, on the date of incorporation. The term of such Initial Class B Board Member so designated shall be as provided in Article 13.6. The other Initial Class B Board Member shall be the Member of the Periodical Indexing Board of such predecessor American Theological Library Association on the date of incorporation who was appointed to the Periodical Indexing Board by the Periodical Indexing Board. The term of such Class B Board Member so designated shall be as provided in Article 13.6.

4. Class B Board Members Subsequently Elected - Upon expiration of the respective terms of the Initial Class B Board

Members and Class B Board Members subsequently elected, candidates for the position of Class B Board Member shall be nominated by the Periodical Indexing Board and elected at the Annual Membership Meeting of the Corporation. In making and reporting such nomination, the Periodical Indexing Board shall be governed by Article 8.2. 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 Board Members to be elected but may not cast more than one (1) vote for any single nominee.

The Term of each Member of the Periodical Indexing Board so elected or designated shall commence with the adjournment of the annual meeting of the Members of the Corporation at which such Board Member shall be elected.

13.5 Vacancies - Except as herein provided, the Periodical Indexing Board shall make appointments to fill vacancies on the Periodical Indexing Board. Such appointments shall become effective upon the appointment by the Periodical Indexing Board and shall extend to the end of the term of the Board Member being replaced.

13.6 Term of Board Members - Each Board Member shall serve for three (3) years except that each Initial Board Member shall serve until the time his term as a Member of the Periodical Indexing Board of the predecessor American Theological Library Association, an unincorporated association, would have terminated.

13.7 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 Periodical Indexing Board or otherwise in connection with the affairs of the Index to Religious Periodical Literature.

13.8 Chairman - The Periodical Indexing Board shall, by majority vote, select a Chairman of the Periodical Indexing 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.

13.9 Meetings - Regular meetings of the Periodical Indexing Board shall be held no more infrequently than once a year as the Periodical Indexing Board shall decide. Special meetings of the Periodical Indexing Board may be called by the Chairman at his own request or at the request of three (3) or more members of the Periodical Indexing Board. Special and regular meetings shall be held at the places, dates and times designated by the Chairman of the Periodical Indexing 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 Periodical Indexing 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.

13.10 Quorum and Voting - At each meeting of the Periodical Indexing 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 Periodical Indexing Board present at a meeting at which a Quorum is present shall be the acts of the Periodical Indexing Board. A majority of the Periodical Indexing 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 Periodical Indexing 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 Corporation. 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 Periodical Indexing 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 Periodical Indexing 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 Periodical Indexing Board, provided that the authority so vested in the Board of Microtext and the Periodical Indexing 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 Authorization - 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 Members of the Corporation shall be eligible to serve a 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 file minutes of its meetings for the preceding fiscal year with the Recording Secretary no later than thirty (30) days prior to the Annual Membership Meeting.

15.7 Reports - Each Committee shall present a report of its activities at the Annual Meeting of the Corporation.

## ARTICLE XVI

### Rights to Full Membership

The adoption of the Certificate of Incorporation and of the By-Laws shall not disqualify from Full Membership any Full Member

of the predecessor American Theological Library Association, an unincorporated association, who holds active membership at the time of the adoption of the Certificate of Incorporation and these By-Laws.

#### ARTICLE XVII

##### 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 XVIII

##### Seal

The Corporation shall have a corporate seal which shall be in form adopted by the Board of Directors.

#### ARTICLE XIX

##### 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 XX

##### 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 XXI

##### 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 XXII

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.

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## AMERICAN THEOLOGICAL LIBRARY ASSOCIATION

Members as of October 31, 1973  
 (\* Indicates attendance at 1973 Conference)

## HONORARY MEMBERS

Allenson, Alec R., 635 East Ogden Avenue, Naperville, Illinois 60540  
 Brinkley, Cosby, Department of Photo-Duplication, University of  
 Chicago, 1116 E. 59th St., Chicago, Ill. 60637  
 Morris, Mrs. Raymond P., 159 Westwood Road, New Haven, Conn. 06515

## STUDENT MEMBERS

- \* Barnum, Rev. Terry M., 2225 Ridge Avenue, Evanston, Ill. 60201
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- Hartmann, Miss Maureen, 279 E. San Fernando, San Jose, Calif. 95112
- Hershey, Fred, 1015 Far Hills Ave., Dayton, Ohio 45419
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- Zepeda Patterson, Rev. Guillermo, Ave. Sn. Jeronimo 157-6,  
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## FULL MEMBERS

- Albee, Lowell, Jr., Assistant Librarian, Lutheran School of Theology.  
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- Alhadeff, Rev. John J., S.J.,
- Andrews, Rev. Dean T., Librarian, Holy Cross Greek Orthodox Theo-  
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- Arnold, Harvey, 5715 S. Harper Ave., Chicago, Illinois 60637
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- Baker, Mrs. Florence S., (retired), 153 Livingston Street, New  
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- Balz, Elizabeth L., Librarian, Evangelical Lutheran Theological  
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- \* Batsel, John David, Head Librarian, Garrett Theological Seminary,  
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- \* Beach, Robert F., Librarian, Union Theological Seminary, Broadway at 120th St., New York, New York 10027
- \* Beasley, Mrs. T.O., (retired), 5909 Hillsboro Rd., Nashville, Tennessee 37215
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- Bestul, Miss Valborg (retired), 2383 Bourne Ave., St. Paul, Minnesota 55108
- Boell, Miss Margaret (retired), Meadville Theological Seminary, 5701 Woodlawn Ave., Chicago, Ill. 60637
- Bollier, John A., Yale Divinity School, 409 Prospect St., New Haven, Conn. 06510
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- \* Bothell, Larry L., Director of the Library, Episcopal Theological School, 99 Brattle St., Cambridge, Mass. 02138
- Boyer, Miss Marie-Therese, Librarian, Immaculate Conception Seminary, Darlington, Mahwah, New Jersey 07430
- \* Bracewell, Rev. R. Grant, Librarian, Emmanuel College Library (Victoria Univ.), 75 Queen's Park, Toronto M5S 1K7, Ontario, Canada
- \* Bricker, Rev. George H., Librarian, Lancaster Theological Seminary, Lancaster, Pennsylvania 17603
- Brimm, Dr. Henry M. (retired), 3305 Gloucester Rd., Richmond, Virginia 23227
- \* Brockway, Duncan, Librarian, Case Memorial Library, Hartford Seminary Foundation, 55 Elizabeth Street, Hartford, Connecticut 06105
- Brown, Rev. Arthur E., Librarian, Maryknoll Seminary Library, Maryknoll, New York 10545
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- \* Burritt, Rev. John K., Librarian, Wartburg Theological Seminary, 333 Wartburg Place, Dubuque, Iowa 52001
- \* Caddy, Rev. James L., Head Librarian, St. Mary Seminary, 1227 Ansel Road, Cleveland, Ohio 44108
- \* Caldwell, Mr. Alva, Reference-Acquisitions Librarian, Garrett Theological Seminary, 2121 Sheridan Rd., Evanston, Ill. 60201
- \* Camp, Thomas Edward, Librarian, The School of Theology Library, University of the South, Sewanee, Tennessee 37375
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- Crismon, Dr. Leo T., (retired), 404 Pleasant View, Louisville,  
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- Dagan, Alice M. (retired), 1405 S. 11th Ave., Maywood, Ill. 60153
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- Daugherty, Francis R., Lancaster Theological Seminary, Lancaster,  
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- \* Davis, Rev. Clifton G., Librarian, Bangor Theological Seminary,  
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100 Westford Dr., Southport, Connecticut 06490
- \* Dayton, Donald W., Director, North Park Theological Seminary Library,  
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- \* Dearborn, Mrs. Josephine M., Assistant Librarian, Virginia Theo-  
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- Debusman, Dr. Paul M., Acquisitions Librarian, Southern Baptist  
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- \* Deering, Dr. Ronald F., Librarian, Southern Baptist Theological  
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- \* DeKlerk, Peter, Calvin Theological Seminary, 3233 Burton St.,  
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- Denton, William Richard, Acquisitions Librarian, School of Theology  
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- \* Dickerson, G. Fay, Editor, Index to Religious Periodical Literature,  
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- Dickinson, Mrs. Lenore M., Head Cataloger, Andover-Harvard Theo-  
logical Library, Harvard Divinity School, 45 Francis Ave.,  
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- \* Diener, Ronald E., Office of the Librarian, Boston Theological  
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- Douglas, Dr. George Lees (retired),
- \* Drury, Robert M., Librarian, Central Baptist Theological Seminary.  
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- \* Dutton, Miss Margaret E., Cataloger, (Reorganized Church of Jesus  
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- Ehlert, Dr. Arnold D., Librarian, The Biola Library, 13800 Biola Avenue, La Mirada, California 90638
- Else, James P., Graduate Theological Union. Mail: 2508 Hillegass Avenue, Berkeley, California 94704
- \* Englehardt, David Leroy, Librarian, New Brunswick Theological Seminary, 17 Seminary Place, New Brunswick, N.J. 08901
- \* Englerth, Dr. Gilbert R., Librarian, Eastern Baptist Theological Seminary, City Line and Lancaster Avenue, Philadelphia, Pennsylvania 19151
- Erb, Peter C., Schwenkfelder Library, Pennsburg, Pennsylvania 18073
- Evans, Esther, (retired), Route 1, Box 256, Edenton, North Carolina 27932
- Fahey, Rev. James L., Pope John XXIII National Seminary, Weston, Mass. 02193
- \* Farris, Donn Michael, Librarian, Duke Divinity School Library, Duke University, Durham, North Carolina 27706
- \* Faupel, David William, Reference Librarian, B.L. Fisher Library, Asbury Theological Seminary, Wilmore, Kentucky 40390
- \* Feiner, Miss Arlene M., Librarian, Jesuit School of Theology in Chicago, 1100 E. 55th St., Chicago, Illinois 60615
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- \* Flemister, Wilson N., Librarian, Interdenominational Theological Center, 671 Beckwith Street S.W., Atlanta, Georgia 30314
- Fox, Ronald A., Assistant Cataloger, Bethel Seminary, 3949 Bethel Drive, St. Paul, Minnesota 55112
- Frank, Emma L. (retired), 148 N. Prospect St., Oberlin, Ohio 44074
- Frantz, Mrs. John C., (Ruth E.), Catalog Librarian, Midwestern Baptist Seminary, 5001 North Oak Trafficway, Kansas City, Missouri 64118
- Fritz, Dr. William R., Librarian, Lutheran Theological Southern Seminary, 4201 N. Main St., Columbia, South Carolina 29203
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- \* Hickey, Dr. Doralyn J., Associate Professor, School of Library Science, University of North Carolina, Chapel Hill, North Carolina 27514
- \* Hilgert, Dr. Earle, Reference Librarian, McCormick Theological Seminary, 800 W. Belden Ave., Chicago, Illinois 60614
- \* Hilgert, Mrs. Elvire R., McGaw Memorial Library, McCormick Theological Seminary, 800 W. Belden Ave., Chicago, Ill. 60614
- Hill, Rev. Lawrence H., O.S.B., Acting Director, St. Vincent College Library, Latrobe, Pennsylvania 15650
- \* Hockett, Miss Leta, Librarian, Western Evangelical Seminary, 4200 S.E. Jennings Ave., Portland, Oregon 97222
- Hodges, Elizabeth (retired), Holderness, New Hampshire 03245
- Hodges, Thelma F., Assistant Librarian, Christian Theological Seminary, Box 88267, Mapleton Station, Indianapolis, Ind. 46208
- \* Huber, Dr. Donald L., Librarian, Lutheran Theological Seminary, 2199 E. Main St., Columbus, Ohio 43209
- \* Hunter, Edward, Librarian, Methodist School of Theology Library, Delaware, Ohio 43015
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- \* Irvine, James S., 25 Madison Street, Princeton, New Jersey 08540



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- \* Joaquin, Frederick C., Librarian, Nashotah House, Nashotah,  
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- Jochimsen, Mrs. Elizabeth, Circulation Librarian, School of Theology  
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- \* Johnson, Elinor C., Lutheran School of Theology Library, 1100  
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- \* Jones, Dr. Arthur, Jr., Library Director, Drew University Library,  
Madison, New Jersey 07940
- \* Jordahl, Neil R., Librarian, Meadville Theological School, 5701  
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- \* Judah, Dr. Jay Stillson, Head Librarian, Graduate Theological Union.  
Mail: 818 Oxford St., Berkeley, Calif. 94707
- \* Kansfield, Rev. Norman, Associate Librarian, Beardslee Memorial  
Library, Western Theological Seminary, Holland, Mich. 49423
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