

SUMMARY OF PROCEEDINGS

FOURTEENTH ANNUAL CONFERENCE

AMERICAN THEOLOGICAL LIBRARY ASSOCIATION

BETHEL COLLEGE AND SEMINARY

ST. PAUL, MINNESOTA

JUNE 8-9, 1960

ADDITIONAL COPIES OF THESE PROCEEDINGS
MAY BE SECURED FOR \$2 PER COPY UPON REQUEST TO
MR. FREDERICK L. CHENERY, EXEC. SECY.
EPISCOPAL THEOLOGICAL SEMINARY OF THE SOUTHWEST
606 RATHERVUE PLACE
AUSTIN 5, TEXAS

ATLA EXECUTIVE COMMITTEE FOR 1960-61

Officers

President	- Kenneth S. Gapp Speer Library, Princeton Theological Seminary P. O. Box 111 Princeton, New Jersey	Vice-Pres.	- Connolly Gamble Union Theological Seminary 3401 Brook Road Richmond 27, Virginia
Treasurer	- Harold B. Prince 1958-61 Columbia Theological Seminary Decatur, Georgia	Exec. Secy.	- Frederick L. Chenery Episcopal Theological Seminary of the South- west 606 Rathervue Place Austin 5, Texas

Members at Large

1959-61	Miss Betty Jane Highfield North Park College and Theological Seminary 3225 West Foster Avenue Chicago 25, Illinois	1960-62	Miss Elizabeth Balz Evangelical Lutheran Theological Seminary Capital University Columbus 9, Ohio
	Charles P. Johnson Fleming Library, South- western Baptist Theological Seminary P. O. Box 22000 Fort Worth 15, Texas		James Tanis Harvard Divinity School 45 Francis Avenue Cambridge 38, Massachusetts

Others

Past President	-	Mrs. Pamela Quiers Northwestern Lutheran Theological Seminary 116 East 22nd Street Minneapolis 4, Minnesota
AATS Representative	-	Carl C. Rasmussen Lutheran Theological Seminary Gettysburg, Pennsylvania

Officers for 1959-60

President	-	Mrs. Pamela Quiers
Vice-President	-	Kenneth S. Gapp
Treasurer	-	Harold B. Prince
Executive Secretary	-	Frederick L. Chenery

STANDING COMMITTEES FOR 1960-61

BUILDINGS AND EQUIPMENT

George H. Bricker, Chairman
 (Lancaster Theological Seminary,
 Lancaster, Pennsylvania)
 William T. Henderson
 Iwan Korowytsky

CATALOGING AND CLASSIFICATION

Katheryn L. Henderson, Chairman
 (McCormick Theological Seminary,
 800 West Belden Avenue, Chicago
 14, Illinois)
 Thomas E. Camp
 James Irvine
 Ray R. Suput

DENOMINATIONAL RESOURCES

Niels H. Sonne, Chairman
 (General Theological Seminary,
 Chelsea Square, New York 11,
 New York)
 Edgar Krentz
 Roscoe M. Pierson

**FINANCIAL ASSISTANCE FROM
 FOUNDATIONS**

Arthur E. Jones, Chairman
 (Drew University, Madison,
 New Jersey)
 Raymond P. Morris
 Herbert Schmidt

**INTERNATIONAL ASSOCIATION
 OF THEOLOGICAL LIBRARIES**

Frank M. Vanderhoof, Chairman
 George B. Ehlhardt
 J. Stillson Judah

**COMMISSION ON LILLY ENDOWMENT
 SCHOLARSHIPS**

Kenneth S. Gapp, Chairman
 (Princeton Theological Seminary,
 Box 111, Princeton, New Jersey)
 Ruth C. Eisenhart
 Arthur E. Jones
 Carl C. Rasmussen

MEMBERSHIP

William M. Roberts, Chairman
 (Union Theological Seminary
 Broadway at 120th Street
 New York 27, New York)
 Clara B. Allen
 Ruth Kraermer
 Nbbel V. Sack
 Carrie R. Simmers
 Esther Weber

ATLA BOARD OF MICROTEXT

Raymond P. Morris, Chairman
 (Yale Divinity School, 409 Prospect
 Street, New Haven 11, Connecticut)
 Herman M. Fussler
 Jaroslav Pelikan
 Roscoe M. Pierson
 Decherd Turner, Jr.

NEWSLETTER

Chairman to be announced
 Magdalen Friesen
 Edward Hunter
 John Montgomery
 Donn Michael Farris, ex officio

NOMINATING

Helen B. Uhrich, Chairman
 (Yale Divinity School, 409 Prospect
 Street, New Haven 11, Connecticut)
 George B. Ehlhardt
 Esther George

PERIODICAL EXCHANGE

Susan A. Schultz, Chairman
 (Asbury Theological Seminary,
 Wilmore, Kentucky)
 Clara B. Allen
 Frederick C. Joaquin
 Roland E. Kircher
 Elizabeth Røyer
 Gladys E. Scheer
 Ans J. van der Bent

BOARD ON PERIODICAL INDEXING

Calvin H. Schmitt, Chairman
 (McCormick Theological Seminary,
 800 West Belden Avenue
 Chicago 14, Illinois)
 Robert F. Beach
 Edwin B. Colburn
 Bruce Metzger
 Helen B. Uhrich

PLACEMENT AND PERSONNEL

Mrs. Pamela Quiers, Chairman
 (Northwestern Lutheran Theo-
 logical Seminary, 116 East 22nd
 Street, Minneapolis 4, Minnesota)
 Henry Brimm
 Henry Scherer

PROGRAM

Connolly Gamble, Chairman
 (Union Theological Seminary, 3401
 Brook Road, Richmond 27, Virginia)
 Genevieve Kelly
 Roland E. Kircher

ATLA REPRESENTATIVE ON THE ALA
COUNCIL

Betty Jane Highfield
 (North Park College and Theological
 Seminary, 3225 West Foster Avenue,
 Chicago 25, Illinois)

ATLA REPRESENTATIVE ON THE ALA
COMMITTEE ON REPRINTING

Niels H. Sonne
 (General Theological Seminary,
 Chelsea Square, New York 11,
 New York)

ATLA REPRESENTATIVE TO THE UNITED
STATES BOOK EXCHANGE

Roland E. Kircher
 (Wesley Theological Seminary,
 4400 Massachusetts Avenue, N.W.,
 Washington 16, D. C.)

TABLE OF CONTENTS

	Page
ATLA Executive Committee for 1960-61.	iii
Standing Committees for 1960-61	v
Program and Index to Proceedings	ix
Part I: Minutes of Conference Business Sessions	1
Part II: Committee, Board, and Other Reports	7
Part III: Papers and Addresses	65
Appendices:	
A. Corrected Copy of the ATLA Constitution	101
B. ATLA Members as at October 1, 1960	107

PROGRAM AND INDEX TO PROCEEDINGS

Page

Wednesday, June 8

First Session. College Auditorium. 9:00 A.M.

John W. Montgomery, Librarian
University of Chicago Divinity School, presiding

DEVOTIONS: Neil G. Smith, Librarian, Knox College, Toronto.	
WELCOME: Carl H. Lundquist, President, Bethel College and Seminary.	
INSTRUCTIONS: David Guston, Librarian, Bethel College and Seminary.	
PAPER: "Professional Library Periodicals." Decherd Turner, Jr., Librarian, Perkins School of Theology.	67
COMMITTEE APPOINTMENTS: Mrs. Pamela Quiers, President, American Theological Library Association.	
REPORT OF THE COMMITTEE ON BUILDINGS AND EQUIPMENT: George H. Bricker, Librarian, Lancaster Theological Seminary, Chairman.	9
REPORT OF THE MEMBERSHIP COMMITTEE: Charles P. Johnson, Librarian, Southwestern Baptist Theological Seminary, Chairman.	9
REPORT OF THE COMMITTEE ON THE NEWSLETTER: Connolly Gamble, Jr., Assistant Librarian, Union Theological Seminary (Richmond), Chairman.	9
REPORT OF THE COMMITTEE ON PLACEMENT AND PERSONNEL: Herbert H. Schmidt, Librarian, Gettysburg Theological Seminary, Chairman.	10

Second Session. Luther Theological Seminary. 2:00 P.M.

James S. Irvine, Librarian
Pittsburgh Theological Seminary, presiding

PAPER: "Contemporary Luther Research." Warren A. Quanbeck, Director of Graduate Studies, Luther Theological Seminary.	*
REPORT OF THE PERIODICAL INDEXING BOARD: Calvin H. Schmitt, Librarian, McCormick Theological Seminary, Chairman.	11
REPORT OF THE PERIODICAL EXCHANGE COMMITTEE: Miss Susan A. Schultz, Librarian, Asbury Theological Seminary, Chairman.	14
REPORT OF THE COMMITTEE ON DENOMINATIONAL RESOURCES: Niels H. Sonne, Librarian, General Theological Seminary, Chairman.	16
4:00 P.M. Election Ballots due.	
4:00 P.M. Coffee.	

*The editor regrets that this paper is not available for inclusion in this issue of the Proceedings.

Third Session. College Auditorium. 7:30 P.M.

Page

Ray R. Suput, Librarian
Garrett Biblical Institute, presiding

REPORT OF THE COMMITTEE ON CATALOGING AND CLASSIFICATION: Mrs. Kathryn L. Henderson, Head Cataloger, McCormick Theological Seminary, Chairman.	18
REPORT ON CORPORATE RELIGIOUS ENTRY FORMS BEING CONSIDERED BY THE CATALOG CODE REVISION COMMITTEE OF THE AMERICAN THEOLOGICAL LIBRARY ASSOCIATION: Miss Ruth Eisenhart, Head Cataloger, Union Theological Seminary (N.Y.).	28
REPORT OF THE ATLA BOARD OF MICROTTEXT: Raymond P. Morris, Librarian, Yale Divinity School, Chairman.	31
REPORT OF THE COMMISSION ON LILLY ENDOWMENT SCHOLARSHIPS: Kenneth S. Gapp, Librarian, Princeton Theological Seminary, Chairman.	39
REPORT OF THE COMMITTEE ON FINANCIAL ASSISTANCE FROM FOUNDATIONS: Arthur E. Jones, Librarian, Drew University, Chairman.	42

Thursday, June 9

Fourth Session. College Auditorium. 9:00 A.M.

Miss Esther George, Librarian
United Theological Seminary, presiding

DEVOTIONS: Miss Jannette E. Newhall, Librarian, School of Theology, Boston University.	
REPORT OF THE TELLER'S COMMITTEE ON ELECTIONS.	4
ADDRESS: "The Education of Special Librarians." David K. Berninghausen, Director, University of Minnesota Library School.	75
REPORT ON THE ALA STANDARDS FOR COLLEGE LIBRARIES: Miss Elizabeth Royer, Librarian, Theological Library, Emory University.	42
REPORT ON THE ACRL STATEMENT ON THE "STATUS OF COLLEGE AND UNIVERSITY LIBRARIANS:" Miss Helen B. Uhrich, Assistant Librarian, Yale Divinity School.	56
ADDRESS: "Library Greetings Relayed from Korea." Miss Jannette E. Newhall, Librarian, School of Theology, Boston University.	84

Fifth Session. College Auditorium. 2:00 P.M.

Mrs. Pamela Quiers, President
American Theological Library Association, presiding

ADDRESS: "Some Thoughts on the Joint Theological School-Liberal Arts College Library." Arthur E. Jones, Jr., Librarian, Drew University.	86
REPORT OF THE COMMITTEE ON THE INTERNATIONAL ASSOCIATION OF THEOLOGICAL LIBRARIES: Stillson Judah, Librarian, Pacific School of Religion, Chairman.	50
REPORT OF THE ATLA REPRESENTATIVE ON THE ALA COUNCIL: Miss Betty Jane Highfield.	50

	Page
REPORT OF THE ATLA CONSULTANT TO THE ALA REPRINT EXPEDITING SERVICE: Niels H. Sonne, Librarian, General Theological Seminary.	51
BUSINESS MEETING:	
TREASURER'S REPORT: Harold B. Prince, Librarian, Columbia Theological Seminary.	53
REPORT OF THE AUDITING COMMITTEE: William T. Henderson, Acquisitions Assistant, McCormick Theological Seminary, Chairman.	54
PROPOSED BUDGET, 1960-61: Harold B. Prince, Treasurer.	54
OTHER BUSINESS.	
REPORT OF THE ATLA BOOK EXHIBIT: Alec R. Allenson.	54
REPORT OF THE RESOLUTIONS COMMITTEE: Miss Elizabeth Royer, Librarian, Theological Library, Emory University, Chairman.	55
Banquet. Dining Hall. 6:00 P.M.	
David L. Guston, Librarian Bethel College and Seminary, presiding	
INVOCATION: Dorris Flesner, Professor, Northwest Lutheran Theological Seminary.	
DINNER.	
INTRODUCTION OF NEW MEMBERS: Mrs. Pamela Quiers, President.	
ADDRESS: "The Teaching of Preaching in Theological Education Today." Carl Lundquist, President, Bethel College and Seminary.	92
INSTALLATION OF OFFICERS.	
BENEDICTION: Alvin Rogness, President, Luther Theological Seminary.	
ADJOURNMENT.	

PART I

MINUTES OF CONFERENCE BUSINESS SESSIONS

President, Mrs. Pamela Quiers, presiding

MINUTES OF THE BUSINESS SESSIONS

FOURTEENTH ANNUAL CONFERENCE OF THE AMERICAN THEOLOGICAL LIBRARY ASSOCIATION

HELD AT BETHEL COLLEGE & SEMINARY, ST. PAUL, MINNESOTA, JUNE 8-9, 1960

PRESIDENT, MRS. PAMELA QUIERS, PRESIDING

Wednesday, June 8, 9:00 A.M.

PRO TEM COMMITTEES.

The President announced the pro tem committees as follows: Auditing: William T. Henderson, Frank P. Grisham, Elvire R. Hilgert; Tellers' Committee on Election Results: Edgar M. Krentz, Norman D. Dow, Ans J. van der Bent; Resolutions: Elizabeth Royer, William M. Robarts, Mrs. John H. Warnick.

COMMITTEE REPORTS.

The reports of the following committees were accepted: Committee on Buildings and Equipment; Membership Committee; Committee on the Newsletter; and Placement Committee.

Wednesday, June 8, 2:00 P.M.

PERIODICAL INDEXING BOARD.

The report of the Periodical Indexing Board was accepted.

It was regularly moved, seconded and VOTED that the Association send a letter of thanks to Lucy Markley for her outstanding work as editor of the Index to Religious Periodical Literature.

It was regularly moved, seconded and VOTED that the Association send a letter of thanks to James I. McCord, President of Princeton Theological Seminary, expressing our gratitude for the facilities and services which the Seminary has provided for the Index. A carbon copy of the letter is to be sent to George W. Loos, Jr., Treasurer of the Seminary.

PERIODICAL EXCHANGE COMMITTEE.

The report of the Periodical Exchange Committee was accepted.

It was regularly moved, seconded and VOTED to adopt the second plan outlined in the report and that this plan be continued for two years.

It was regularly moved, seconded and VOTED that the committee be commended for its efforts.

COMMITTEE ON DENOMINATIONAL RESOURCES.

The report of the Committee on Denominational Resources was accepted.

Wednesday, June 8, 7:30 P.M.

COMMITTEE AND BOARD REPORTS.

The reports of the following committees and boards were accepted: Committee on Cataloging and Classification, ATLA Board of Microtext, Commission on Lilly Endowment Scholarships, and the Committee on Financial Assistance from Foundations.

Thursday, June 9, 9:00 A.M.

TELLERS' COMMITTEE ON ELECTION RESULTS.

The Tellers' Committee on Election Results announced that Connolly Gamble had been elected Vice-President and that Elizabeth Balz and James Tanis had been elected to the Executive Committee.

Thursday, June 9, 2:00 P.M.

COMMITTEE AND OTHER REPORTS.

The reports of the following committees and representatives were accepted: Committee on the International Association of Theological Libraries, the ATLA Representative on the ALA Council, and the ATLA Consultant to the ALA Reprint Expediting Service.

TREASURER'S REPORT.

The Treasurer's report was accepted.

AUDITING COMMITTEE.

The Auditing Committee reported favorably on its examination of the Treasurer's accounts, and the acceptance of this report was regularly moved, seconded and VOTED.

TREASURER'S RECOMMENDED BUDGET.

It was regularly moved, seconded and VOTED to adopt the Treasurer's recommended budget for 1960-61.

AMENDMENT TO THE CONSTITUTION.

The Executive Secretary reported that the Internal Revenue Service has stated that ATLA is exempt from federal income tax. This ruling was based, in part, on the premise that in the event of the termination of the Association any remaining assets will be distributed for purposes coming within the contemplation of section 501(c)(3) of the 1954 Internal Revenue Code.

The following amendment to the Constitution was presented:

AMENDMENT I - In the event of the dissolution of the Association, the assets will be turned over to an organization (or organizations) which is also exempt under section 501(c)(3) of the 1954 Internal Revenue Code.

It was regularly moved, seconded and VOTED that we accept this as a first reading.

REPORT OF THE BOOK EXHIBIT.

The report of the Book Exhibit was accepted.

RESOLUTIONS COMMITTEE.

It was regularly moved, seconded and VOTED to accept the report of the Resolutions Committee.

TELEGRAM TO MR. WERNECKE.

It was regularly moved, seconded and VOTED that the Association send a telegram to Mr. Herbert H. Wernecke, who is retiring from Eden Theological Seminary, expressing appreciation for his many years of service.

ADJOURNMENT.

The President, Mrs. Pamela Quiers, adjourned the meeting.

Frederick L. Chenery,

EXECUTIVE SECRETARY

PART II

COMMITTEE, BOARD AND OTHER REPORTS

	Page
Committee on Buildings and Equipment	9
Membership Committee	9
Committee on the Newsletter	9
Committee on Placement and Personnel	10
Periodical Indexing Board	11
Periodical Exchange Committee	14
Committee on Denominational Resources	16
Committee on Cataloging and Classification	18
Corporate Religious Entry Forms Being Considered by the Catalog Code Revision Committee of the American Library Association	28
Board of the ATLA Board of Microtext	31
Commission on Lilly Endowment Scholarships	39
Committee on Financial Assistance from Foundations	42
The ALA Standards for College Libraries	42
Committee on the International Association of Theological Libraries	50
ATLA Representative on the ALA Council	50
ATLA Consultant to the ALA Reprint Expediting Service	51
Treasurer's Report	53
Auditing Committee	54
Proposed Budget, 1960-61	54
ATLA Book Exhibit	54
Resolutions Committee	55
Status of College and University Librarians; A Report on the ACRL Statement	56

REPORT OF THE COMMITTEE ON BUILDINGS AND EQUIPMENT

During the past year the chairman has answered inquiries about the new library buildings that were referred to him by the Executive Secretary. The scrapbooks on buildings and equipment were circulated among the following libraries: Capital University Library, Columbus, Ohio; Western Theological Seminary, Pittsburgh, Pennsylvania; and North American Baptist Seminary, Sioux Falls, South Dakota.

The committee would suggest that borrowers of the scrapbooks would be more prompt in examining and forwarding them. There are many requests for them.

It is the feeling of the committee that we should not try to duplicate the work of the ALA Library Administration Division, Buildings and Equipment Section, which they can do much better than we, but give our attention to building and equipment problems that are peculiar to theological libraries. At the present time, we are not sure what these may be, but stand ready to give consideration to any that may be referred to us.

Respectfully submitted,

George H. Bricker, Chairman
Iwan Korowytsky
William T. Henderson

REPORT OF THE MEMBERSHIP COMMITTEE

Last year a detailed report of the membership committee was given outlining procedures. Our report this year is brief. The membership committee co-operated with the executive secretary in contacting prospective members. Personal greetings and letters of information and welcome composed the major activity of the committee.

The committee reports:

Full members	176
Associate members	84
Institutional members	<u>112</u>
Total members	372

This shows a net increase of thirty-four over the number reported last year.

Respectfully submitted,

Charles P. Johnson, Chairman

REPORT OF THE COMMITTEE ON THE NEWSLETTER

The Committee on the Newsletter reports with gratification that the publication has now become a quarterly, appearing in August, November, February, and May. With this schedule a report on the annual conference is

given all members before the end of the summer, well in advance of the distribution of the Proceedings.

The Committee recommends:

1. That the thanks of the Association be extended to Donn Michael Farris and to Mrs. Farris by a standing vote, for their services as Editor and as Producer of the Newsletter. Even the arrival of their son in January did not alter the schedule of the publication!
2. That the sum of \$400.00 be allocated in the Budget for the Newsletter in 1960-1961.

Respectfully submitted,

Connolly Gamble, Jr., Chairman
 Magdalen Friesen
 Edward Hunter
 John Montgomery
 Donn Michael Farris, ex officio

REPORT OF THE COMMITTEE ON PLACEMENT AND PERSONNEL

This committee has the prescribed function of furnishing information supplied by individuals desiring reference to seminary libraries seeking library staff personnel, or vice versa.

Pursuant to its work the Chairman corresponded with fourteen individuals during the course of the past year. One person has been placed and one is about to accept a position. Two theological seminaries and one non-theological institution are desirous of filling the position of librarian, and one seminary inquired about the availability of a cataloger.

Further analysis of inquiries addressed to this Committee might serve as initial trend-data for continued study by this Committee, shed some light on the qualifications for theological librarianship, and also as addenda to the "Berkley interpretation" of the province of the Committee on Placement and Personnel. A summary of the findings places some of the correspondents into more than one of the following classifications:

Correspondents having B.D. or seminary training.....	8
Correspondents with both B.D. & B.S. or M.S. in L.S....	4
Recently graduated from L.S., or about to be.....	4
Changing from other library fields to theological.....	6
Correspondents over 40 years of age.....	4
Contemplating change from pastoral ministry to theological librarianship.....	3
Employment desired within a specific denomination.....	3

The Executive Committee and the Committee on Recruitment, are to be encouraged in the plan to produce a brochure suggesting the qualifications for theological librarianship. Six of the individuals corresponding with the Committee on Placement and Personnel sought such information in connection with their inquiries about change of position. Three other individuals sought the

services of this Committee solely for counsel about entering the field of theological librarianship. The thesis project of Mr. Julius Bosco, a graduate student in the University of Texas Graduate School of Library Science, will undertake a survey "of the education, experience, and academic status of librarians in theological seminaries in the United States"; such an analysis might be of value to our special committees in this area of concern.

Respectfully submitted,

Herbert H. Schmidt, Chairman

REPORT OF THE PERIODICAL INDEXING BOARD

This Conference marks the conclusion of the first three-year period of our indexing program which was made possible by a foundation grant. It is a natural point at which to present a summary of our progress to date, to assess what has been accomplished, and perhaps conservatively to divine our future.

A revised program for the compilation and production of the Index to Religious Periodical Literature was formally initiated three years ago at the ATLA Conference in Fort Worth, Texas. A grant of \$30,000 from the Sealantic Foundation paved the way for the employment of a full time editor. A Board consisting of five members was appointed. The provision of the project called for the ATLA Executive Committee to appoint three members, the American Association of Theological Schools to appoint one member, and the Board itself to select the fifth member who was to represent someone with special competence and experience in the field of indexing. The Board was charged with the responsibility of setting up a feasible program for indexing scholarly journals in the field of religion and closely related areas, and the publication of the index on a basis that would have the potential of becoming self-sustaining as soon as possible.

We set out to work toward the ideal envisioned by the pioneer work of J. Stillson Judah in Volume I (1949-52) and the voluntary work of Mrs. Pamela Quiers in Volume II (1953-54) together with the cooperating efforts of numerous members of the Association. As the Board faced the proposed project in 1957, it was granted that it would be desirable to begin by filling the gap for the years 1955-56. However, in consideration of the numerous problems of organization, some uncertainties, and the necessity of reaching self-support at the earliest possible moment, it was decided that it would be prudent to make the Index a current publication first, and then return to fill the gap later. After substantial study and deliberation, the conclusion was reached that a three year program providing for two annual publications and a cumulation in the third year, offered a goal that could be attained in the light of all factors we were able to perceive at that time.

Fortunately, we were able to secure the editorial services of Dr. Lucy W. Markley to set the project in motion. Three years ago she gave us good hope that she would do everything possible to see the project through the first cumulation. This hope has been realized and we are deeply grateful to Dr. Markley for all of the facets of the work to which she has given her full zeal and energy. The notice of her resignation was published in the May issue of

the Newsletter together with our expression of appreciation for her services.

The next decision we faced was that of the method of production and publication. Detailed investigations were made of current indexes and their methods. Those who were responsible for editing and publishing indexes somewhat comparable to our venture were consulted in person and their offices were visited. Finally, the Flexoprint method was selected for a number of reasons. It permitted a line by line control of the content of the index. It avoided the costly re-typing and laborious proofreading at the end of a publication period. It offered a relatively simple way to interfile entries for an annual publication as they were compiled, to hold cards of the annual publications until the time for preparation of the cumulative volume. The Flexoprint equipment represents a substantial capital investment which can be amortized over a period of years. It was the foundation grant which made this possible. After three years of experience in producing two annuals of approximately 100 pages and a three-year cumulation of 424 pages, we can say that the decision for Flexoprint was a prudent one.

During this three-year period, the indexing office was transferred after the first year from the Seabury Western Theological Seminary Library in Evanston, Illinois, to the Speer Library at Princeton Theological Seminary in Princeton, New Jersey. To both of these institutions we owe a debt of gratitude for the facilities they have provided, for the assistance their respective treasurers have rendered in disbursing funds authorized by the Board, and for the personal interest of the members of the library staff of both institutions.

Our financial situation may be regarded as satisfactory although we are not as well endowed as we would like to be. As of April 30, 1960, our receipts and disbursements for the three year period may be summarized as follows:

Income:	Balance June 1, 1957	\$ 1,736.79
	ALA royalties	1,279.16
	Sealantic funds expended	19,231.93
	Sales of two annuals	7,231.93
	Miscellaneous income	145.52
		<u>\$29,569.38</u>
	Cash in treasurer's hands	\$ 935.10
Disbursements	1957	\$10,696.27
	1958	10,794.94
to Apr. 30,	1959	<u>8,498.62*</u>
		<u>\$29,989.83</u>

*Includes Accounts payable of approximately \$300.00 which were not actually paid when this report was written.

In addition to the above statement, we have a balance in our invested capital funds in the amount of \$12,480.54 as of March 31, 1960. During the past year we used only \$2,000.00 of these capital funds.

Our present firm continuation orders number 218 subscriptions. On these we shall realize an income of \$4,360.00. Preliminary estimates of publication costs of the cumulation and the 1960 annual, both of which could fall

within the next fiscal year, total approximately \$9,000.00. If we can publish the 1960 annual in time to realize the income of that volume within the next fiscal year, it may be possible with a modest increase in subscriptions to make our income approximate our disbursements for the coming year. Projecting our guesses still further to 1961-62 on the basis of what we know now, and assuming that we were to have no further increase in subscriptions (we hope this is a false assumption), we would have to draw on capital funds in an estimated amount of two to three thousand dollars. At this particular moment we are a little short of being 50 per cent self-sustaining. We are gaining strength steadily but by no means rapidly. With careful planning plus a little more voluntary assistance, we believe we can see our way clear to proceed to the next three-year cumulation with expanded coverage.

There are several factors which influence the attractiveness of our Index to prospective subscribers. First, and perhaps basic to the enterprise, is the need to increase the total number of journals indexed. In the first annual we were able to include 44 journals; in the second annual there were 47; and in the cumulation there are 57 journals. The goal for the 1960 annual is to reach 70 journals if we possibly can. We began by striving to maintain a high scholarly level of titles to be indexed within the areas of our interests. We have encountered sympathetic understanding with respect to this aim. Yet we have also been faced with some strong resistance among some libraries. One obstacle is that many libraries other than theological libraries subscribe to relatively few of the journals we index. Even though one may advance the proposition that the index is a valuable reference tool in spite of the fact that a library does not receive a large percentage of the journals, the practical fact is that the proportion of periodicals received mightily influences the purse strings. Therefore, we must give careful attention to the selection of titles in our field of interest which have a legitimate appeal to our prospective subscribers. Inevitably, this will lead to the consideration of some titles whose content may lean more toward that of a popular religious journal than a scholarly one. One possibility which we are studying is that of selective indexing, i. e., to include worthwhile articles in our areas of interest from journals that otherwise would be given no consideration. Such selective indexing might be indicated as is done in the case of the Catholic Periodical Index.

A second factor is to work toward a more prompt publication of the annual volumes. The 1957 annual was published in October, 1958. The 1958 annual was published in July, 1959. The cumulation will be published in June, 1960. Here we shall profit by the experience of the past three years.

A third factor influencing some potential subscribers is the cost. This factor, however, tends to diminish in proportion to the understanding of institutions and librarians concerned about the cost of indexing. Twenty Dollars a year sounds like a huge amount to some, but at that price, for example, a subscriber purchases the key to the content of 57 journals in the 1957-59 cumulation at a fraction more than 35 cents per title per year.

We believe that these points of resistance and others which might be mentioned, can be more easily overcome in the next three-year period in which we shall be free from some of the initial time consuming problems which have been resolved.

In conclusion, we wish to express our appreciation to all members of

the Association who have given us their counsel. As you use the cumulation which will reach your libraries before the end of June, we hope that each one of you will send us your criticisms and suggestions. You will find the following ten journals which were added during the past year: Biblical Research, Evangelical Quarterly, Journal of Biblical Literature, Journal of Ecclesiastical History, Neue Zeitschrift für Systematische Theologie, Novum Testamentum, Pastoral Psychology, Reformed Theological Review, South East Asia Journal of Theology, Vigiliae Christianae.

Respectfully submitted,

Calvin H. Schmitt, Chairman

REPORT OF THE PERIODICAL EXCHANGE COMMITTEE

The Periodical Exchange Program of the ATLA had its inception at the first meeting of the Association in Louisville, Kentucky, 1947, when the first committee was appointed. At the 1948 conference this committee presented two proposed plans: one patterned after the plan of the Medical Library Association and the other based on the Farmington Plan. (See 1948 Proceedings, p. 21-24). The latter was adopted and has been in operation for nearly 12 years. It seems to have been assumed that once the plan was put in operation it would more or less move along on its own momentum. However, the Proceedings reveal that in 1953 Roscoe Pierson was requested to re-vitalize the program. We all recall with deep gratitude the unstinted labors of Mr. Pierson and his able assistant, Miss Gladys Scheer, in issuing the manual of instructions which has been our guide for six years and proved to be a great boost to the program. With many new libraries coming into the program and with additional titles to be added to the list, there was need for a revision of the manual. You will recall that in Boston, 1958, action was taken authorizing the committee to proceed with this project. Some basic plans were in the making, but there was growing sentiment that the program was not as effective as it should or might be. Here and there lists of duplicates appeared and reports indicated that response to these was prompt and generous. In view of this, counsel was sought from the Executive Committee at its December, 1959, meeting. In March a letter was sent to all institutional members of ATLA suggesting the experimental plan until June 1st, of sending lists of duplicates to all participating libraries. The response to this announcement was encouraging and the mailing list of 82 participating libraries was distributed. Not all have been able to issue the lists of duplicates, but probably as many as could be processed in this short time, and perhaps a sufficient number so that the Association can come to some conclusion as to future procedures.

May I attempt a brief evaluation of the two approaches we have used to the exchange of duplicates.

In the 1958 Proceedings I stated that the ATLA plan as laid out is perhaps the best yet devised, for it was an honest effort to eliminate the disadvantages of other systems. It is designed to operate economically and as fairly as possible to all participants. Its idealism, however, seems also to be its weakness. It assumes that too many people will live up to an ideal. Unfortunately people are people. The formula is: A sends to C or C to A depending on what B does. What B does depends on whether A and C have actually sent data and followed instructions properly. If they failed in this, B's records become unworkable. The process breaks down at any point in which A, B, or C, fail to do the whole job as it should be done. Add

to this factor D which will represent frequent changes in the personnel actually doing the work in any given library, and the difficulties become quite obvious. Furthermore, it requires working with the abstract "wants." For a beginning library to provide want cards for easy record keeping by B, is a formidable task. Not having the file and often lacking bibliographic aids, their want cards for back files may miss the mark because of title changes, and the all too common volume and issue changes, to say nothing of confusion resulting from 1st, 2nd, and 3rd series.

The duplicate list exchange is a simple operation between A and C. If C fails to check a list, or delays checking or sending it, C is responsible and furthermore he knows whether or not it has been done. It is true that time is required in checking the lists, and any one library will receive only some or even none of the items requested, but these are some of the disadvantages in this plan. It is for us to decide which of these facts of life we would rather accept.

From our experience in my own library since March, 1960, I would like to make these observations.

1. For the first time in ten years we have disposed of most of our duplicates.
2. In spot checking two lists sent out by long time members of the Exchange, I found 40 issues listed for which we had sent our wants years ago. Who failed, C or B? Also, we received notes like: "We have looked for this issue for years," from a long time member of the Exchange.

Appended to this report is a statistical summary of results of the Exchange as it has worked for one library during the past 2 years.

It is the considered judgment of your chairman that if we decide to continue our original plan, it is imperative that a central office be set up somewhere and one person employed to act as "B," mentioned above, thus having one individual responsible as clearing house instead of so many. This would require a fee to be paid by every participating library and that perhaps suggests that we might as well join the U.S. Book Exchange as individual libraries. The cost-per-issue fee charged by that Exchange has been one deterrent here. For beginning libraries this cost factor would seem prohibitive, when I think of the hundreds of items we in our library have sent out recently. Another deterrent is that once we send our duplicates to the U.S. Book Exchange they are completely out of our hands. By continuing our own exchange we should agree to keep unwanted duplicates to replace future losses among member libraries.

This, then, is the state of the Exchange Program. We stand at a cross roads and will have to choose our future course.

Respectfully submitted,

Susan A. Schultz, Chairman

Periodical Exchange
Statistics from One Library

Period	Sent			Received		
	# Items	To # Lib's	# Mailings	# Items	From# Lib's.	# Mailings
1958/59	43	8	14	244	9	19
1959/60 June	762	25	30	345	19	27

Breakdown 1959/60 (Sept. to June)

Oct. to Mar. 30 (Original Plan)	42	8	8	96	8	12
Apr. 1 to June 1 (Duplicate List Exchange)	720	24	24	249	13	15

REPORT OF THE COMMITTEE ON DENOMINATIONAL RESOURCES

The Committee on Denominational Resources was named and the members were appointed by President Quiers early this year. This formalized preliminary work done by the chairman over the past two years.

The Committee has prepared a questionnaire and distributed it to all institutional members of ATLA and also to a number of church historical society libraries. At this date thirty-seven filled out questionnaires have been received by the Committee. Four additional institutions reported that they had no significant collections of denominational materials.

The primary purpose of the questionnaire is to provide the raw materials from which a guide to the denominational resources of seminary, church historical society and church headquarters libraries could be compiled. A secondary purpose was to provide Mr. Roscoe Pierson with a body of information on this topic for use in his paper on denominational collections for the theological libraries issue of Library Trends. The questionnaire was compiled by persons primarily active in denominational libraries and reflects their experience. It has seemed that librarians filling out the questionnaire from this type of library had an easier time than those working in other types of libraries. It is a long questionnaire and difficult to execute. It appeared to the Committee that there are enough guides in being which describe denominational collections in a few words. A new guide restricted to the shallow body of information contained in such works as the ALA Directory and Bowker's Subject Collections, edited by Lee Ash, would seem to be quite unnecessary.

The questionnaire opens with an effort to gather together basic information about each library. Section two requested a general statement of the nature of the collections in each library and of institutional policy concerning denominational collecting. Section three moved on to the basic collections of each

library in this type of material, attempting to draw out clear statements on holdings in various categories of materials in printed form: A. Studies of all kinds; B. Official documents, especially report series of various descriptions; C. Church government; D. Periodicals; E. Liturgical collections; F. Special devotional literature; G. Denominational forms of practical theology materials; H. Missions; and, finally, I. Manuscript collections, by form rather than content. The fourth section dealt with the co-operative activities of libraries maintaining denominational collections. Sections five and six dealt with named collections and approval or disapproval of the proposed guide.

The purpose of gathering all this material is to work out full and informative statements concerning each repository of denominational materials. All of the committee members have been heavily committed on the Library Trends issue as well as on other matters and nothing has been done on such write-ups. The committee plans a meeting for the discussion of this phase of the work during this conference. It is hoped that by the 1961 conference of ATLA, the preparation of these descriptions will have been completed in most, if not all, cases. Before completion many more forms must be received from members of ATLA and certain groups of libraries not yet solicited must be heard from. It is also necessary during this conference to iron out certain points of action with Mr. A. R. Suelflow of the Society of American Archivists on a similar undertaking under his chairmanship.

One of the special types of materials in denominational collections is manuscripts. Two major projects are under way to describe this material and to make it more accessible. The first of these is the Guide to Archives and Manuscripts in the United States, prepared by the National Historical Publications Commission and now in press. Some, but by no means all, seminary libraries have contributed descriptions of their manuscript holdings to the editors of this publication. It seems regrettable that a fuller coverage of seminary collections was not achieved. Mr. A. R. Suelflow's committee on church records seems to be devoted, among things, to correcting this failure in our field.

The second project, the National Union Catalog of Manuscripts, is now operative, with a subsidy of \$200,000.00 from the Council on Library Resources, Inc. Mr. Lester K. Born, head of this project, has been actively soliciting the co-operation of all libraries and has visited many members of ATLA in the past year. A Report Form and Rules for Descriptive Cataloging: Manuscripts (September 1954) have been distributed. The project has also issued an Information Circular No. 1 and a series of monthly reports. Co-operation with this project is the most fruitful manner in which Seminary librarians can bring their manuscript collections into wider use. The project contemplates first a card catalog and eventually, some years hence, a book catalog to which will be added subject and author indexes. This project will assist in giving access to manuscripts on religious topics in secular, research and academic libraries. The project differs from the proposed ATLA Guide in its limitation to manuscripts and in its individual approach to smaller collections within the library. This committee urges the co-operation of all members of ATLA with the National Union Catalog of Manuscripts.

Respectfully submitted,

Niels H. Sonne, Chairman
Edgar Krentz
Roscoe Pierson

REPORT OF THE
COMMITTEE ON CATALOGING AND CLASSIFICATION

Three new members were appointed to the Committee this year: Thomas E. Camp, Librarian, School of Theology, University of the South; James Irvine, Librarian, Pittsburgh Theological Seminary and Ray R. Suput, Librarian, Garrett Biblical Institute. All have had cataloging experience and are acquainted with the problems of cataloging from practical and administrative viewpoints. Since all of the Committee have been somewhat new this year, we are grateful for the help, encouragement, advice, and criticism given us by former committee members: Ruth Eisenhart, Olive Grobel and Isabelle Stouffer, and are appreciative of the Executive Committee's approval and support of our project for the year.

During the year we have received inquiries concerning cataloging and classification in our subject area from Mrs. Orcena Mahoney, Executive Secretary, Resources and Technical Services Division, American Library Association; from individual catalogers concerned with local problems and practices; and from one graduate library school student concerning a previous project of the Committee. In addition, we have attempted to cooperate with Miss Ruth Eisenhart in her work as a Member, Sub-Committee on Religious Headings, A.L.A. Catalog Code Revision Committee. She will later present a report of her work with the Catalog Code Revision Committee.

Most of the activities of the Cataloging and Classification Committee were centered in our project of the year: The encouraging of theological libraries to report, on a selective basis, their materials to the National Union Catalog and to report their holdings of serials which began publication after December 31, 1949 to New Serial Titles. Both projects are directed by the Library of Congress. We live in an age when no library can provide every work of importance to its patrons; when large libraries as well as small are faced with storage and financial problems; and when each library must consider sharing the load of interlibrary loan, acquisitions, cataloging, etc. with others. Feeling that we so often speak of cooperative efforts on the local, subject or other levels ignoring the already obvious and established areas of national cooperation, the Committee approached Mr. George A. Schwegmann, Jr., Chief, Union Catalog Division, and Mrs. Mary Ellis Kahler, Chief, Serial Record Division, of the Library of Congress concerning the advisability of encouraging further cooperation among theological libraries for these two efforts. Mr. Schwegmann and Mrs. Kahler assured us that they were in sympathy with our idea and urged us to proceed with it. Their cooperation throughout the year has been excellent and their suggestions most helpful. Mr. Schwegmann noted that the Union Catalog Division had in various ways urged theological libraries to report their holdings to NUC over the years but many important theological holdings are still missing from NUC only because of the failure of the libraries to report. This we felt was adequate justification for our project because all libraries regardless of size have some contribution which may aid their fellow librarians.

Proceeding with our project, we sent a letter, a questionnaire and instructions for reporting to NUC and NST to the institutional members of ATLA listed in the 1959 Proceedings and to all individual members whose libraries were not institutional members. In all 118 letters were sent. Although only about one-half of the questionnaires were returned, the results from those returned were encouraging and most of you who agreed to cooperate were enthusiastic. Only one negative questionnaire was returned. We still are receiving

questionnaires and hope others will later be able to engage in these efforts. We are happy to report that by September, 1960 at least 46 ATLA libraries will be reporting to NUC and 36 to NST. This number is further augmented by reporting done through bibliographic centers for which we do not at this time have the complete statistics. Letters of appreciation and gratitude have come from Mrs. Kahler and Mr. Schwegmann for your response to the project.

Some of you have indicated that it is expensive or difficult to duplicate another catalog card for NUC reporting. Perhaps an investigation into some of the methods of reproducing catalog cards such as Xerography might help you surmount that objection. Samples of this process and an address of a company who will do this work for you without your having to purchase expensive machinery are available at this meeting if you are interested in this one particular method. Other methods of reproducing cards are also becoming common and within reach of many libraries.

Then, too, for 1956 cards for which LC had cards, LC will supply you with a free card for reporting providing you request it. Free postage privileges are provided for both NST and NUC mailing.

Others of you who already report have questioned why you do not find your reporting in the National Union Catalog in book form. An explanation of the time lag by Mr. Schwegmann¹ may answer these questions. He tells us that new entries, i.e., results of original cataloging, are handled on a current basis but the checking, editing, and publication take some time which amounts to about three months.

However, entries which are obviously duplicates resulting in added locations are handled a little slower, and within the cumulative pattern. This means that a title first published in a quarterly will appear with the additional locations in the annual cumulation, a title first published in the October, November, or December monthly will be reprinted first in the annual (published in the summer of the following year) and a title reported as an added location after the annual publication must wait for the quinquennial cumulation. Another element, which will seem especially baffling in the 1952-1955 Union Catalog presently in preparation for publication, is the fact that many libraries do not follow the ALA rules of cataloging which are the standard for the entry in NUC. Reports received under entries conflicting with the rules or with other entries seemingly better will be entered as new or as an additional location under the entry decided upon by the editors, based on their knowledge, the code, and the LC Official Catalog and the Control File of the National Union Catalog. The editors try to make a cross reference or an added entry cross reference whenever possible, but certain types of entries (such as spelling errors in typing) do not allow such references. Very rarely a title does not lend itself for inclusion due to the lack of information (incomplete title, no imprint), but even then they try to include such titles in the hope that they will be able to replace them by a better entry later. The Library of Congress treats reprints of titles covered by LC printed cards and differing in imprint date only as issues and adds such locations to the older card, which might result in some cases in exclusion from the category of 1956 or later imprints.

¹Letter from Mr. Schwegmann, March 25, 1960.

If within the scope of the National Union Catalog in book form, the editors do not reject any titles reported; however, the "Introduction" included in all issues of the National Union Catalog should be consulted to determine the scope.

According to the 1959 report of the Librarian of Congress, a project is underway to publish NUC cards covering the imprint dates 1952-55. It is hoped the editorial work will be completed sometime in 1960. Publication will be done by a commercial firm.¹

This is an especially important time to begin to report to NST. The 1960 annual volume to be issued in 1961 will be a ten-year cumulation which will supersede all earlier cumulations of NST. It will bring together in one alphabet a complete listing of all of the post-1949 serials which appear in the issues of New Serial Titles by the end of 1960. In effect, it will be a supplement in advance to the forthcoming third edition of the Union List of Serials. Titles and holdings received by the Serial Record Division by September, 1960 will be included in the 1960 cumulation. Libraries who have recently begun to report to NST or have not previously reported fully now have this opportunity to enter complete holdings. Since eventual limitations may need to be placed on the reprinting of titles to show additional locations in later cumulations, Mrs. Kahler strongly urges libraries which would like to see their reports published to report them before September, 1960.²

Of course since New Serial Titles is a continuing project, libraries will continue to report new holdings of post-1949 serials to the project after the 1960 volume is completed. After the third edition of ULS is published, NST will be expanded to include pre-1950 titles that come within the scope of the ULS. NST will at that time become the permanent continuing supplement to ULS and will record additions and changes of titles and holdings in the 3d edition and also new titles not included therein but coming within its scope.

Another project which needs our cooperation is the suggestion of appropriate new titles to be included in the checking editions for the third (and final) edition of the Union List of Serials. Although the 3d ed. will be a reprinting with some changes, and not a rechecking of the Union List, the project is asking for assistance in locating 10-15,000 new titles, that is, pre-1950 titles which were for some reason omitted from the second edition and the supplements. The first section of the four part checking edition for the third edition is scheduled to appear this summer and will consist only of titles to be added to the third edition. Cooperating libraries are requested to search and return reports of their holdings within three months after receipt of each part. The time is drawing short for cooperating libraries to provide ULS with titles for inclusion. The 3d ed. is projected to appear about 1962, and it is expected that a sale price can be set within the capacity of many of the smaller libraries.

¹U.S. Library of Congress. Annual Report of the Librarian of Congress for the Fiscal Year Ending June 30, 1959. 1960. p. 18.

²Letter from Mrs. Kahler, December 8, 1959.

Miss Edna M. Brown¹ the Editor of the 3d edition has suggested that if theological libraries were to compile listings of appropriate new titles to be included in the 3d edition, a major contribution would have been made to the edition. The editor prefers to have these titles in the checking edition; however, new titles can be added up to the time the final pages are set up for the photography from which the finished product will result. If you are willing to check your holdings for this final edition of the Union List of Serials or have titles to contribute, this is also the time to make your willingness known. More specific instructions may be obtained by writing to Miss Edna M. Brown, Editor, Union List of Serials Project, Library of Congress, Washington 25, D.C.

With the NST 1960 ed. and the final edition of ULS so near at hand, here are two more urgent cooperative efforts for all of us to consider at once.

NUC, NST, a 3d ed, of ULS are but three of the exciting things which are happening in the cataloging world at large but which also effect us in our work as specialist subject area librarians. Sometimes I feel that subject specialists become so lost in their own small worlds of speciality that they fail to see the forest for the trees. If that has happened to some of you, I would like to give you a brief glimpse of the forest for a few minutes. Paul Dunkin has summarized well the past decade in cataloging and classification in the Spring, 1960 number of Library Resources and Technical Services. If you haven't already done so, you might like to read this article to see just how recently many of the things we already take for granted have come to pass. Things which were at one time just a "cataloger's folly" according to his co-workers are now everyday realities.

As you know the Dewey classification system is now kept up to date by the quarterly DC Additions notes and decisions (DC&) which is sent to all subscribers to LC cards and to all purchasers of DC 16 who request it. DC 17 will consist of DC 16 plus these additions.

Similarly if any of you use the 8th Abridged edition of Dewey, the Wilson Library Bulletin beginning with April, 1960 is including at intervals a section which keeps this classification schedule up to date.

The BL-BX schedule of the L.C. classification system is being revised. No numbers have appeared for this section in the Additions and Corrections since June 1959. Although the Subject Cataloging Division can make no definite statement as to when it will be on the market, they hope it will be available early in 1961.

To those of you who may have wished for a relative index to LC classification you will find your wishes at least partially fulfilled in the recently published Index to the Classed Catalog of the Boston University Library, Based on the Library of Congress Classification. It is an alphabetical relative index on about 20,000 cards of subject with their corresponding LC classification numbers as interpreted at Boston University in its development of its classed catalog. All major areas of knowledge are covered to a limited extent with more detailed coverage of humanities, pure sciences, communication arts, nursing

¹Letter from Miss Edna M. Brown. February 12, 1960.

and social welfare fields. Already I have found it useful on several occasions as a relative index and as another library's interpretation of LC subject headings. For example, a check under Religious education reveals at a glance the broad areas in the BV and L schedules which have numbers for the various aspects of religious education--e.g. Children, Church control, General works, Public schools, etc.

This may also be the place to mention the Shelf List of the Union Theological Seminary Library in the City of New York to be published in either a classified or alphabetical order. This publication will be in effect a classed catalog including guide cards and extensive cross references.

Mrs. Mahoney has suggested that from the inquiries she receives at RSTD from ATLA members that many of you are interested in studying special classification schemes for theological libraries.¹ The Special Library Association loan collection on deposit at the School of Library Science, Western Reserve University has several religious classification schemes and subject heading lists but is always eager to receive additional schemes or lists which might be useful to others. Some of you may wish to contribute special schemes to this collection or to borrow from it.

In regard to the interpretation of L.C. subject headings, I wonder how many of you make use of Library of Congress: Books: Subjects not only as a bibliographical tool for acquisitions, selection, help to users, verification, etc., but also as a valuable tool to help interpret subject headings and classification as applied by other catalogers? (It is a veritable treasury of subjects in action.) Not a day goes by but what I use this tool for quick verification of personal names for persons about whom something may have been written but who may never have appeared in LC Catalog as a main entry and for this further subject interpretation which I mentioned earlier. Miss Eisenhart's survey at last year's conference revealed that a number of you have this tool so you can probably tell us additional uses for it. The second quinquennial cumulation of Books: Subjects is in preparation.

It has been hoped that Books: Subjects could be expanded to include NUC entries, too, making it a mixture of a Union catalog and LC subject catalog. This is one reason it was urged that subject headings be included with cards submitted to NUC. This has had to be shelved at least temporarily because of the critical lack of space at LC (and we thought we were the only ones who had such problems!) However, continue to contribute your subject headings with your NUC entries--they are included with the author entries and perhaps the inclusion in the Subjects will still come to be.

In the area of cataloging we might mention the Institute on Catalog Code Revision to be held as a pre-ALA conference meeting in Montreal, June 13-17. This second institute on code revision will provide an opportunity for "review and discussion of the premises, objectives, procedures, and present results of the revision of the ALA cataloging rules as carried out by the CCS Catalog Code Revision committee".²

¹Letter from Mrs. Mahoney, May 6, 1960.

²Library resources and technical services, v.4, No. 2, (Spring 1960)

Two ATLA members, Miss Ruth Eisenhart and Mrs. Elvire Hilgert, will attend the Institute.

The Council on Library Resources, Inc. has announced a grant of \$95,420 to the International Federation of Library Associations towards meeting the costs of an international conference on cataloging practices. A preliminary conference was held in London in July, 1959 and this second conference will be held in Paris in 1961 in the hope of securing agreement on basic principles for the entry of printed works in alphabetical catalogs arranged by authors and titles. Librarians have long wondered why they should spend hours cataloging books of foreign origin, which presumably have already been cataloged in their own countries. Perhaps someday in the future with uniformity of cataloging more of a reality than it is today, this might be accomplished. In fact last fall, I proposed (half in jest) to our German book dealer that he might consider cataloging in source. Perhaps we may live to see even that miracle! Meanwhile contributions of foreign titles to NUC will have to satisfy our need for help in this line.

The Library of Congress has recently announced the publication of Cataloging Rules of the American Library Association and the Library of Congress, Additions and Changes, 1949-1958. This 45¢ publication available from the Superintendent of Documents brings together all the additions and changes in ALA Cataloging Rules for Author and Title Entries (Chicago, 1949) and Rules for Descriptive Cataloging in the Library of Congress (Washington, 1949) which have been adopted since Supplement 1949-51 was issued in 1952.

The unhappy conclusion of the Library of Congress concerning the Cataloging in-source project was that there should be no further experiments with it but it required a 200 page report entitled the Cataloging-in-Source Experiment: a report to the Librarian of Congress by the Director of the Processing Department, 1960, to properly attempt to bury CIS. The obituary is available free from the Card Division, Library of Congress, Washington 25, D.C. L.C. concluded that CIS was too expensive, unrewarding, and inaccurate and that it disrupted normal LC operations. However, librarians felt otherwise and the "Consumer Reaction Survey" by Esther J. Piercy concluded that CIS is needed, wanted and was used. To this I agree as I am sure do most of you. Possible proposals are being considered by librarians to make use of the CIS concept.

The report of the LC indicated the best alternative plan may be the one already in operation. The entries in the "Weekly Record" listings in the Publisher's Weekly now follow the author entries and descriptive cataloging information given as the Library of Congress catalog entry for the publication. In addition, it adds for each book the Dewey Decimal Classification number and the subject cataloging entries as supplied by the Library of Congress for such titles. This new style entry first appeared in the November 9, 1959 P.W. To make the plan workable and to expedite the production of LC cards for users, the Library of Congress has made arrangements under which Bowker is to rush advance review copies to LC in every case where Bowker receives a book before LC does. LC returns the book and cataloging by the fourth day. They expect to list about 15,000 books in 1960 and if successful should attain, according to the LC CIS report, "as far as the great majority of American libraries are concerned, most of the objectives of Cataloging-in-Source at a nominal cost!"¹

¹The Cataloging in Source Experiment, 1960. p.50.

A hurried tabulation of the items classified in the 200's or designated "Religion" in the November-May "Weekly Record" listings show that, of the 582 books so listed, 497 have LC entries and subject headings provided. The number seems to increase steadily so that 100 per cent provision was made for the books in this field in May.

Some libraries are already photographing the "Weekly Record" entries for use in preparing book orders. The New York Public is producing catalog cards directly from the "Weekly Record" entries using Xerography for the production of offset masters.

The PW "Weekly Record" listings are, since the first of the year, cumulated monthly, arranged by Dewey classification, indexed, and made available in a new publication American Book Publishing Record. At present, this publication parallels for U.S. books, the British National Bibliography which has certainly been a help to most catalogers, both classification and subject wise, since 1950 and is also a godsend to acquisitions personnel.

Another plan called SACAP (Selection, Acquisition, Cataloging and Processing), a contract approach to technical processing, is being developed by Bro-Dart Industries. It, too, represents cooperation between Bowker and LC and will attempt to provide on a weekly basis a 6 part multiple copy order for for all books to be reviewed by Library Journal and will provide offset masters alterable to meet individual library needs for the local reproduction of catalog cards--presumably to be prepared from LC cards or proof slips.¹

These programs are new and experimental but will bear watching. Some librarians already see further coordinated cataloging in the future with the advent of these attempts to coordinate cataloging, to decrease the amount of work done by an individual library, and to increase our total efficiency. Robert E. Kingery, Chief, Preparation Division, New York Public Library writing in the June 1, 1960 issue of Library Journal² sees coordinated cataloging growing into a real plan of cooperation from the time of ordering through cataloging for foreign titles not included in these new plans. He envisions using the already established plan of searching by LC through the National Union Catalog for full entries of catalog cards from libraries other than LC when an LC card is not available and making a photographic copy of the card as being more extensively used. See now why our Committee is concerned about your cooperation with NUC? All of these new processes may not at present be applicable to our libraries, or may be feasible only in part, but they are just the thing that most of us with our limited finances, space, staff, etc. need to investigate! And perhaps consider similar ventures of cooperation within our subject field. Recently when I analyzed the 50 plus articles in Sacral kingship, a volume published by the International Congress for the History of Religions, and spent more than two days recataloging an almost complete set of Minutes of the General Assembly of the Presbyterian Church in the USA, I longed to share these hours of work with some of you. Is cooperative or coordinated or cataloging by

¹Library Journal, June 1, 1960. p. 2108.

²Ibid.

any other name too far in the future for us to dream of in our area?

The humble yet necessary mechanical aspects with which most technical services personnel are concerned with are also being considered and worked with. The ALA Library Technology Project inaugurated last year has indicated interest in cataloging problems to the extent of attempting to have produced a machine for marking books. A grant of \$20,000 has been received from the Council on Library Resources to develop a machine that would mark twice as rapidly as by hand with increased legibility and complete uniformity. It is hoped the machine would be comparable in size and ease of operation to a small adding machine. Studying the feasibility of inexpensive yet efficient card reproduction and working on an efficient card holder for typewriters are but a few of the Library Technology projects that will benefit us.

These are but a few glimpses into the fascinating, present day world of technical services--for we must now think not only of cataloging and classifying but the whole area of technical services. Technical services become more fascinating day by day. At long last we share our technology, our experience, our subject specialization, our product with others. Then, our acts of acquiring, cataloging, and processing are not unchallenging or dead "acts" or merely techniques performed to satisfy the perfectionistic whims of a stereotyped "queer" person known as a librarian or that even more queer animal--known as the cataloger. We can no longer hide our light under a bushel. We can no longer be the dull persons we were once typed--or is this just another "cataloger's folly"? Only those of you who have fallen asleep during this report can give the real answer.

Respectfully submitted,

Kathryn Luther Henderson, Chairman
(Mrs. William T. Henderson)

Theological Libraries Contributing to the National Union Catalog*

By September 1960

(/ indicates contribution to New Serial Titles also)

Alfred University School of Theology /	Lancaster Theological Seminary /
Anderson College & Theological Seminary /	Lutheran Theological Seminary
Andover Harvard Theological Library /	(Philadelphia)
Boston University, School of Theology /	McCormick Theological Seminary /
Brite College of the Bible /	Mennonite Biblical Seminary /
Central Baptist Theological Seminary /	Nashotah House
Chicago Lutheran Theological Seminary /	New Brunswick Theological Seminary /
Chicago, University of, Divinity School /	New Orleans Baptist Theological
Christian Theological Seminary	Seminary
College of the Bible, The	Northern Baptist Theological Seminary /
Columbia Theological Seminary /	Pacific School of Religion /
Concordia Seminary (St. Louis) /	Philadelphia Divinity School
Dallas Theological Seminary /	Pittsburgh Theological Seminary /
Duke University Divinity School /	Princeton Theological Seminary /
Emory University, Theological Library /	Southern California School of
Episcopal Theological School /	Theology
(Cambridge, Massachusetts)	Southeastern Baptist Theological
	Seminary /

Fuller Theological Seminary †	Temple University School of Theology †
Garrett Biblical Institute †	Union College of British Columbia †
General Theological Seminary †	Union Theological Seminary (New York) †
Goshen College Biblical Seminary	University of South, School of Theology †
Huron College	Virginia Theological Seminary
Illiff School of Theology †	Virginia Union University
Joint University Libraries †	Western Evangelical Seminary †
(Religious Section)	Wittenberg University †
	Yale University Divinity School †

*As reported by questionnaires returned to the ATLA, Cataloging and Classification by June 8, 1960.

The "Fabulous Fifties" and the "Soaring Sixties" --

Selected Recent Contributions to Technical Services

CLASSIFICATION

Dewey Decimal Classification and Relative Index. 16th ed. New York, Forest Press, 1958. 2v. \$30.00.

Decimal Classification Additions, Notes and Decisions v.1-
1959-Library of Congress, Processing Dept., Decimal Classification Office. Free to LC card subscribers and users of Dewey who request it.

"The Abridged DCAND" printed at intervals in the Wilson Library Bulletin, beginning with April 1960 issue.

BL - BX revision of Library of Congress Classification. In preparation.

SLA Loan Collection of Classification Schemes and Subject Heading Lists, comp. by B.R. Borden and B. Denison. 4th ed. 1959. \$2.50 (Lists the 578 schemes and lists available on loan from this collection at the School of Library Service, Western Reserve University) SLA also collects additional schemes and lists.

Index to the Classed Catalog of the Boston University Library Based on the Library of Congress Classification. Boston, G.K. Hall, 1960. \$49.50.

The Shelf List of the Union Theological Seminary Library in the City of New York. Boston, G.K. Hall, 1960. 14v. Classed order \$715.00: Alphabetically by author \$975.00.

CATALOGING

Cataloging Rules of the American Library Association and the Library of Congress, Additions and Changes, 1949-1958. Available from Supt. of Documents, 45¢.

Rules for Descriptive Cataloging in the Library of Congress: Pictures, Designs, and Other Two-Dimensional Representations. Applicable to prints, paintings, drawings, photographs, slides, etc. Available from Card Division.

The Cataloging-in-Source Experiment, a report to the Librarian of Congress by the Director of the Processing Department, Washington, Library of Congress, 1960. Free from Card Division, Library of Congress, Washington 25, D.C.

Service for Searching Unfilled Card orders in the National Union Catalog available from Library of Congress. Searching Service at the rate of 15¢ each. Photo copies (additional charge of 5¢ each) of full entries other than L.C. printed cards can be made from catalog cards provided by other libraries. The objective of this service is to utilize more fully cataloging by libraries throughout the country and concentrated in the National Union Catalog. If no card is available, any pertinent bibliographic information that may be found on other cards in the National Union Catalog will be supplied on the order slip.

TECHNICAL PROCESSES AS A WHOLE

The Library of Congress Catalog of Printed Cards, 1898-1942. 167v. \$1500.00

_____. First Supplement, 1942-1947. 42v. \$395.00

_____. Second Supplement, 1948-1952. 24v. \$240.00 (In preparation).

The Library of Congress Catalog--Books: Subject, 1955-1959. The Quinquennial ed. to be published in the fall of 1960. 22v. \$247.50 (In preparation)

The above are being published or reprinted by Pageant Books, 128 Oliver Street, Paterson 1, New Jersey.

The National Union Catalog, 1953-1957. Ann Arbor, J.W. Edwards, 1958. 28v. \$255.00.

Library of Congress Catalog-Books: Subject, 1950-1954. Ann Arbor, Michigan, J.W. Edwards, 1955. 20v. \$240.00.

Order above from J.W. Edwards, Ann Arbor.

All other issues of these catalogs are sold by the Card Division, Library of Congress, Washington 25, D.C.

New Serial Titles. Monthly issues and cumulative annual volume. \$55.00.

"Weekly Record" listings in Publishers Weekly include since November 9, 1959, entries established by L.C., Dewey classification numbers and L.C. subject headings.

American Book Publishing Record. Cumulates all listings of new books

as they appear in Publisher's Weekly, arranges them by Dewey classification and indexes them by author and title. Library of Congress cataloging information, plus a descriptive note, is given for each entry. 12 monthly issues, \$10.00, R.R. Bowker, 62 West 45th Street, New York 36.

Recent issues of Library Journal especially August 1959 (p.2265) November 15, 1959 (p.3538) April 15, 1960 (p.1535) and June 1, 1960 (p.2107) comment on CIS and the alternatives to it.

"The Year's Work in Review" section of the Spring 1960 issue of Library Resources & Technical Services reviews the past year (and for cataloging and classification the past decade) in technical services.

LIBRARY TECHNOLOGY

Information covering all phases of equipment and supplies as well as where-to-buy them may be obtained for the asking from: Library Technology Project, American Library Association, 50 E. Huron St. Chicago 11, Illinois.

BIBLIOGRAPHY

"The Literature of Library Technical Services," University of Illinois Library School Occasional Papers, no. 58 (March 1960) Available free of charge from the Library School.

REPORT ON CORPORATE RELIGIOUS ENTRY FORMS BEING CONSIDERED BY THE CATALOG CODE REVISION COMMITTEE OF THE AMERICAN LIBRARY ASSOCIATION

At its meeting in January, the ALA Catalog Code Revision Committee referred certain questions to its Sub-Committee on Religious Headings. Mr. Victor Schaefer, Chairman of the Sub-Committee, asked me to present these questions to ATLA at its conference in St. Paul for consideration and comment. Dr. Gapp and Mrs. Henderson have kindly arranged for me to do so.

Because the Code Revision Committee meeting in Montreal follows so swiftly upon this conference and because the questions are of a kind that cannot be answered hastily, I sent a letter explaining the issues, to the best of my understanding, to twenty-eight members of ATLA, selected for their interest in cataloging and their denominational representation. The questions are not easy to answer, especially without background information of the activities and thinking of the Catalog Code Revision Committee. I am indeed grateful to all those who took the very real trouble to write me their opinions. In several cases, they held staff meetings to consider the issues involved. These letters have been sent to Mr. Schaefer to be duplicated and given to the members of the Code Revision Committee for consideration at their conference in Montreal.

These are the questions:

- 1) Should a corporate body whose real or proper name is unknown or vague, and which frequently is identified by place, be entered under the name of the place with an appropriate qualification (e.g. Fargo,

N.D. (Diocese), Fulda, Ger. (Monastery), etc.)? Present thinking is that if the only name is the same as the name of a place, the name of the place is used, not, however, with any secondary geographical descriptions used for jurisdictions (e.g. the "Ger." of "Fulda, Ger."); that is, the form would be: Fulda (Monastery) not Fulda, Ger. (Monastery).

2) What is the correct designation for dioceses?

Under present ALA Rules (116, 120E) Roman Catholic, Eastern Orthodox and Church of England dioceses are entered under their own names, with the qualification Diocese, etc., added in parenthesis.

e.g. Pittsburgh (Diocese, Catholic)
 Pittsburgh (Diocese, Catholic Byzantine)
 London (Diocese)
 New York (Archdiocese)

Protestant Episcopal dioceses, however, are entered "under a heading consisting of the name of the denomination followed by the name of the administrative unit in the plural, followed by the locality."
 e.g. Protestant Episcopal Church in the U.S.A. Dioceses. Pittsburgh.

Should the treatment of Protestant Episcopal dioceses be brought into conformity with the treatment of Roman Catholic and Church of England dioceses? In considering this proposition, it should be remembered that the Church of England is a state church. It should also be remembered that, although we now use a heading "Catholic Church in the U.S.," there is really no such thing, administratively speaking. There really is a "Protestant Episcopal Church in the U.S.A." Does this make a difference in the organization and independence (or lack of independence) of the dioceses in relation to the national body, so that the proposed change will not accurately reflect the polity of the Protestant Episcopal Church? Mr. Lubetsky writes (March 10, 1960): "I had originally proposed Diocese of Springfield, Ill. as the name of that body, just as I use directly Free Library of Philadelphia. But some people thought that Diocese of is not actually part of a name, but a phrase signifying an ecclesiastical jurisdiction similar to such phrases as Republic of, State of, City of, etc., and should be treated similarly. Hence the suggested forms Springfield, Illinois. (Diocese) and Springfield (Diocese). The question is, therefore, how is a certain diocese to be identified--would you favor one of the above forms or some other form, and why?"

Since there are both Roman Catholic and Protestant Episcopal dioceses of Springfield, Ill., the forms to be considered would be:

Springfield, Ill. (Diocese, Catholic)
 Springfield, Ill. (Diocese, Protestant Episcopal)
or Springfield, (Diocese, Catholic)
 Springfield (Diocese, Protestant Episcopal)

3) Other local ecclesiastical jurisdictions.

The question then arises, Should this form of entry also be applied to other local ecclesiastical jurisdictions, such as Methodist conferences, Presbyterian synods and presbyteries, Reformed classes, etc. If not, why

not? What distinctions are valid?

If it is to apply to these other local ecclesiastical jurisdictions, what would be a correct entry form for, for example:

Baltimore conference of the Methodist Church (U.S.)
 Baltimore conference of the Methodist Episcopal Church
 Baltimore conference of the Methodist Episcopal Church, South
 Synod of Illinois of the Presbyterian Church in the U.S.A.
 Synod of Illinois of the United Presbyterian Church of North America
 Synod of Illinois of the United Presbyterian Church in the U.S.A.

This question is still open. Mr. Lubetsky writes: "The answer to these questions would seem to me to depend on whether Baltimore Conference of the Methodist Church (U.S.) is to be construed as a specific name or as a generic descriptive phrase. I should defer to others more familiar with the subject to answer this question. It seems to me, however, that that is used as a specific name of a subdivision of a church and, therefore, should be entered under the form Methodist Church (U.S.) Baltimore Conference. I should, however, like to have your opinion on these and other related questions, provided they are consistent with the general principle that a corporate body is entered directly under the name used by it."

It would be especially useful if each of you to whom this inquiry is sent would consider the implications for your own denomination and try to decide what is correct according to the polity of your denomination. Consideration of a variety of specific cases might uncover general principles which could be used to clarify the difference between a specific name and a generic descriptive phrase, and between a local ecclesiastical jurisdiction (which is to be entered directly under its own name) and a subdivision of a denomination (which is entered as a subdivision under the name of the denomination).

The responses are not so divergent that summary is impossible.

On the first question, exemplified by the difference in entry between Fulda (Monastery) and Fulda, Ger. (Monastery), the answers showed no strong feeling. Considering the possibility of more than one monastery of the same name, most thought that it might be more prudent to use the form Fulda, Ger. (Monastery) in the first place. As one correspondent put it: "If a corporate body is identified only by its location, why not indentify that location completely?"

On the second point, the entry form for dioceses, there was much more difference of opinion. Two approved the proposed change, bringing the treatment of Protestant Episcopal dioceses into conformity with that of Roman Catholic and Church of England dioceses. On the other hand, two suggested the opposite: that we bring the treatment of Roman Catholic, etc., dioceses into conformity with the present treatment of Protestant Episcopal dioceses. One suggested that for churches like the Roman Catholic, not organized on national lines, a suitable form would be: Catholic Church. Dioceses. Pittsburgh.

It was pointed out that, for the specific example cited, the Official Catholic Directory shows that its proper name is: Springfield in Illinois. The diocese of Springfield (without qualification) is the one in Massachusetts. There is also a diocese of Springfield-Cape Girardeau.

The majority strongly endorsed the present treatment of Protestant Episcopal dioceses. These are not "jurisdictions," but administrative subdivisions of the Protestant Episcopal Church in the U.S.A., having no rights or powers independent of the national church.

For the same reason, all but one who commented on the third part of this inquiry, endorsed the present rules for administrative subdivisions of other churches. It was recognized that this may not be correct for churches with congregational polity, such as the Congregational, Baptist and Disciples churches. But it was felt strongly that any other treatment of churches with episcopal or presbyterian forms of government is a serious distortion of their character. It was felt that we could, and should, continue to enter state and similar associations of congregational-type churches in the same manner as the more closely organized churches, to avoid exceptions and minute distinctions.

Respectfully submitted,

Ruth C. Eisenhart, Member
Sub-Committee on Religious Headings
ALA Catalog Code Revision Committee

REPORT OF THE ATLA BOARD OF MICROTEXT

It is our responsibility to report to you concerning the work of the ATLA Board of Microtext for the fiscal year May 1, 1959 - April 30, 1960.

This is the third report which it has been our pleasure to present to the Association. The first report dealt largely with matters of organization and the development of policies to guide the project. The second and the present reports deal with the progress of the project and reflect the selection of the materials to be included, the filming itself, and service upon the finished product. While more time and experience will be required before we can provide a firm estimate of the degree of success, we are able to intimate what this estimate will be.

In general, the project is off to a satisfactory start. We have not progressed, in terms of quantity of films produced, as rapidly as we hoped in terms of the original projection we submitted to the Sealantic Fund in seeking resources. On the other hand, we have made substantial and, we believe, impressive progress in the matter of production of film. To report, as we are able to do, that as of April 30 over 36,000 feet of film had been produced is no small achievement. We are producing film about as rapidly as our Association has been able to purchase it. Because so much of our project is experimental in nature there have been real advantages in proceeding slowly yet surely in the development of our program. Our experience will permit us to accelerate the expansion of the project.

If quantity-wise we have not produced as rapidly as we had hoped, in terms of our financial projection we are meeting the expectations of the projection. While the project has not been brought into a balance of income and outgo, we should not expect this to happen until a larger amount of material has been filmed. But our financial structure is sound and strong. An inventory of resources, including money assets, equipment assets, and accounts

due us, now totals over \$84,500 as against the original grant of \$80,000 made to the Association. This means that it has not been necessary to use capital funds at the rate we had anticipated and we have thereby been able to conserve liquid financial assets.

The project holds its money resources in two accounts. The capital funds are invested through the Winters National Bank and Trust Company, Dayton, Ohio, and they are subject to the audit of the American Association of Theological Schools. Information concerning this audit is available through the Executive Director of AATS. Our working account is held by the Treasurer of ATLA and is subject to the audit of your ATLA committee. The results of this audit are published in the ATLA Proceedings. The negative films reported in the inventory are on deposit at the Department of Photoduplication at the University of Chicago. Office equipment and positive films reported in the inventory are at 409 Prospect Street, New Haven.

We now include as a part of our service "cataloguing in source" by photographing on the frame following the headpiece the catalogue cards together with the tracing. The obvious corollary to this is to supply the finished cards with the purchase of each film. This we propose to do. We have under consideration a plan to reproduce through Xerography the accumulated indices or accumulated tables of contents in instances where indices are lacking and to issue these in monograph form. These could be for five or ten year accumulations, etc. The advantages of a separate index in monograph form for microfilming are apparent. These features go far toward bibliographical control in the production of microfilm.

In the preparation of this report we have re-examined the pricing formula which we have been following. If we may judge from experience, the evidence indicates that the pricing formula is sound. All are interested in securing a product at the lowest possible cost. Our average price to the purchaser for a foot of positive film has been 11.5 cents. It is necessary to keep our product priced within a competitive range. However, other factors such as quality of film and service are in some respects more important than reduction of the price to the minimum. If we view the project in terms of its long-range aspects and potentials, which is the only sound perspective to assume, it is necessary that the project be kept in a sound financial position if it is to serve the Association to the maximum. It appears that the formula which was established by the Board will do this.

In respect to this matter of price we also call to the attention of the Association that our project is dealing with material for which we cannot expect high velocity in sales turnover. Materials suitable for microfilm which have the prospect of selling well can be handled by commercial firms. Some of these firms are very good. Their product and their service are excellent. We do not propose to stand in competition with them, although there is basis for concern lest some commercial firm achieve what for practical purposes may be considered a monopoly. Conceivably our educational requirements could be embarrassed by such a monopoly. It is important to note, in this respect, that the material which is handled through the ATLA Board of Microtext is by nature of limited demand. Nevertheless it is important to us in our work. It is one thing to establish a price upon a product which may sell as many as ten or twenty or thirty positive films; it is quite another to establish a price on a project which may not sell as many as five positive films. Judgment in selection must be more prudent and conservative and made in light of reliable insight into the needs of our group. Otherwise we shall tie up exorbitant sums of capital resources in non-productive property. However, we are heartened by our success and we believe that we have a project which will become

increasingly valuable to our Association and to others. It gives promise of being able to meet the microtext needs of our Association in the foreseeable future. If it does this it will have achieved its purpose.

We should also observe that the project has been very much a project of an Association. One of the pleasantest aspects of the matter has been the splendid and wholehearted cooperation on the part of large numbers of members of our Association. The Board has not attempted to promote the project among you in terms of pressures for sales. Obviously, if it is to be successful, you will need to support it and if we are to achieve a balance in income and outgo we shall need to increase our sales by at least forty per cent over current purchases. Nevertheless you have been fulsome in your support in terms of advice and counsel and also through making purchases when you have found these to be required. We have been gratified that certain groups within our Association have been brought into the program through cooperative measures and have thereby enabled us to develop microfilm which otherwise could not have been done. We refer to the splendid cooperation of the Lutheran and Methodist members in developing resources for their respective interests. Both groups have been generous and helpful in the matter of the selection of materials to be included in the project, in locating files to be filmed, in securing permission to film, in collating material, and in assisting that this material get to the photographic laboratory for filming. This kind of cooperative endeavor offers tremendous potential in the development of this program. Their results are wholly constructive. We believe in return that the project itself is serving the needs of such groups which otherwise would go unserved. Other libraries or persons have made similar contributions--the Andover-Harvard Theological Library, Union at New York and Union at Richmond, to mention only a few. All these merit our sincere gratitude for outstanding cooperation and help. That we are serving the needs of a wide number of the institutions in our Association may be suggested by the fact that over fifty institutions within ATLA have purchased films! This is as it should be.

The responsibility of the Chairman would not be discharged fully unless we made clear our appreciation to individuals and groups who have contributed so much to the success of our work to date. In addition to those mentioned above, we are grateful to the members of the Board for the time and care they have taken in matters of attendance at Board meetings and also for prolonged and sometimes hectic correspondence. We are deeply grateful for the splendid and efficient cooperation of the Department of Photoduplication at the University of Chicago. Not a little of the success we have been able to register has been due to the advice, cooperation, and service it has provided. Mr. Charles Taylor, the Executive Director of AATS, has been helpful at all times, and Mr. Harold Prince, the Treasurer of ATLA, has carried out his responsibility faithfully and well. We are continually reminded of the generosity of the Sealantic Fund and we hope that the substance of this and subsequent reports will commend our work to them as a project which is characterized by competence in direction and by fruitfulness in execution.

This concludes my third year as a member of the Board, and under the terms governing the development of the project, the Executive Committee of ATLA will select and appoint to this position. This they will do at the annual meeting of ATLA. It has been a pleasure to be of service to the Association. We hope that what has been done commends itself to you. The work requires heavy responsibility and much time and effort to execute it. Our greatest gratification is that we are convinced that the original insights in

terms of the need for such a project and of the feasibility of its execution have been fully established. The prospects for the future are indeed bright.

The membership of the Board consists of Mr. Roscoe Pierson, Secretary, whose term expires in 1961; Dr. Herman H. Fussler, elected by the Board, whose term expires in 1961; Dr. Jaroslav Pelikan, AATS appointee, whose term expires in 1960; Mr. Decherd Turner, Jr., whose term expires in 1962; and Mr. Raymond P. Morris, whose term expires in 1960.

Data pertinent to this report are appended.

Respectfully submitted,

Raymond P. Morris, Chairman

APPENDIX A

Financial Accounting of the Treasurer

(Recapitulation)

Receipts	
June 2, 1959 - May 11, 1960	\$28,635.47
Expenditures	
June 9, 1959 - May 11, 1960	<u>9,194.96</u>
Balance	\$19,440.51

The above data have been supplied by Mr. Harold Prince, Treasurer of ATLA, Columbia Theological Seminary, Decatur, Georgia. The Report of the Treasurer of ATLA is subject to audit by the Auditing Committee of ATLA whose Report is published in the Proceedings of ATLA.

APPENDIX B

Assets

Balance April 30, 1960 - Winters National Bank	\$56,092.82
ATLA Treasurer's Balance - April 30, 1960	19,440.51
Inventory of negative films at University of Chicago	8,292.14
Inventory of positive films at 409 Prospect Street, New Haven, Conn.	409.00
SoundScriber Transcriber (purchase price)	<u>340.00</u>
TOTAL ASSETS:	\$84,574.47

APPENDIX C

Record of sales of microfilm by title

<u>Titles</u>	<u>Complete File</u>	<u>Partial File</u>
American Journal of Semitic Languages and Literatures.	4	5
American Society of Church History. Papers.	32	2
Augustana Quarterly.	1	-
Barth, Karl. Der Römerbrief.	8	-
Berg, Johannes van den. Constrained by Jesus' Love.	8	-
Chinese Repository.	1	-
Christendom. Oxford.	11	-
Christian Advocate. New York. (1877-1956)	1	-
Christian Oracle.	5	-
Christian Standard.	4	-
Christian Union Quarterly.	1	1
Christianity and Society.	11	2
Evangelical Review.	1	-
Federal Council Bulletin.	5	2
Greenwood, Thomas. Cathedra Petri.	1	-
Harvard Theological Review.	9	-
Indian Witness.	2	-
Information Service.	2	3
International Journal of Ethics.	2	1
Interpretation. Richmond.	2	-
Journal of Bible and Religion.	3	-
Journal of Religion.	3	4
Lutheran Church Quarterly (Gettysburg).	1	-
Lutheran Church Review.	1	-
Lutheran Quarterly.	1	-
Religious Education.	1	3
Religious Education Association Proceedings.	3	1
Social Action.	7	5
Social Progress.	2	1
Strype, John. Historical and Biographical Works.	2	1
Theodorus of Mopsuestia. In epistolas B. Pauli commentorii.	3	-
Zeitschrift für Missionskunde und Religionswissenschaft.	1	-
Zion's Herald.	-	-
Zwischen den Zeiten.	6	-
	<u>145</u>	<u>31</u>

The sale of five positive copies of any one item liquidates the cost of filming.

Microfilms Available

April 30, 1960

The ATLA Board of Microtext can supply 35 mm. microfilm for the following titles at the price indicated (net plus postage). Portions of a film may be purchased at the cost of \$.14 per lineal foot, with a minimum charge of five dollars. Estimates of cost can be supplied upon application. Until further notice, orders should be addressed to Mr. Raymond P. Morris, ATLA Board of Microtext, 409 Prospect Street, New Haven 11, Connecticut. Checks should be drawn in favor of The American Theological Library Association and mailed to Mr. Raymond P. Morris at the above address.

American Journal of Semitic Languages and Literatures Vol. 1-58, 1884-1941. (Vol. 1-11 as Hebraica)	\$ 100.00
American Society of Church History. Papers. Ser. 1, Vol. 1-8, 1888-1896; Ser. 2, Vol. 1-9, 1906-1933.	22.00
Augustana Quarterly. Vol. 1-27, 1922-1948.	66.00
Barth, Karl. Der Römerbrief (1. Aufl.) 1919.	4.50
Berg, Johannes van den. Constrained by Jesus' love.	2.00
Chinese Repository. Vol. 1-20, May 1832-Dec. 1851.	76.00
Christendom. Oxford. Vol. 1-16, 1931-1950.	29.00
Christian Advocate. New York. Vol. 1-51, 1826-1876.	Price on Appli- cation.
Christian Advocate. New York. Vol. 52-131, 1877-1956.	1,067.00
Christian Oracle. Chicago. Vol. 1-15, 1884-1898.	96.00
Christian Union Quarterly. Vol. 1-24, July 1911-April 1935.	44.00
Christianity and Society. Vol. 1-21, 1935-1956.	19.00
Evangelical Review. Vol. 1-21, 1849-1870.	77.00
Federal Council Bulletin. Vol. 1-33, 1918-1950.	60.00
Greenwood, Thomas. Cathedra Petri. 6 v. 1856-1865.	22.00
Harvard Theological Review. Vol. 1-14, 1908-1921.	39.00
Indian Witness. Vol. 24, 1896-Vol. 27, 1898; vol. 29, 1899-vol. 38, 1908; vol. 40, 1909-vol. 88, 1958. (The filming of this file will be completed when the governmental restrictions on the importing of microfilm to India are lifted.)	407.00

Information Service. Vol. 1-37, 1919-1958.	69.00
International Journal of Ethics. Vol. 1-59, 1890-1949.	166.00
Interpretation. Richmond. Vol. 1-10. 1947-1956. A ten year accumulative index is available from the publisher.	31.00
Journal of Bible and Religion. Vol. 1-16, 1933-1948.	29.00
Journal of Religion. Vol. 1-29, 1923-1949.	89.00
Lutheran Church Quarterly. Gettysburg. Vol. 1-22, 1928-1949.	58.00
Lutheran Church Review. Vol. 1-46, 1882-1927.	157.00
Lutheran Quarterly. Vol. 1-56, 1871-1927.	205.00
Religious Education. Vol. 1-48, April 1906-1953.	134.00
Religious Education Association. Proceedings. Chicago. Vol. 1-5, 1903-1908.	14.00
Social Action. Vol. 1-22, 1935-June 1956.	51.00
Social Progress. October 1908-1922.	18.00
Strype, John. (d. 1737) Historical and Biographical Works. 24 v.	90.00
Theodorus of Mopsuestia. In epistolas B. Pauli commentorii. The Latin version with the Greek fragments. With an introduction, notes and in- dices, by H. B. Swete. Cambridge, Eng., University press, 1880-82. 2 v.	4.50
Zeitschrift für Missionskunde und Religionswissenschaft. Vol. 1-54, 1886-1939.	113.00
Zion's Herald, Boston. Vol. 1-101, 1823-1923.	589.50
Zwischen den Zeiten. Vol. 1-11, 1923-1933.	32.00

Filming has been completed on the following items and positive copies will be available in the near future.

Daily Christian Advocate of the General Conference of
the Methodist Church, 1848-1936.

Daily Christian Advocate of the Methodist Episcopal
Church South, 1858-1938.

Daily Christian Advocate of Uniting Conference 1939 and
of the General Conference, 1940-1956.

General Conference Journals: Journal of the Uniting
Conference, 1939-1952.

General Conference Journals: 1792-1936.

General Minutes of the Annual Conference of the Methodist
Church 1773-1940.

Journals of General Conference of Methodist Episcopal Church,
South, 1846-1938.

Methodist Review, 1818-1931.

Methodist Quarterly Review, Jan. 1847-Oct. 1930 except
1861-1879. Publication discontinued 1860 -- New
publication resumed 1880.

Minutes of Annual Conference of the Methodist Episcopal Church
1773-1940.

Minutes of Annual Conference of the Methodist Episcopal Church,
South 1845-1941.

Reformierte Kirchenzeitung, 1916-1925.

The Board has approved the following titles for filming and has secured
permission to film.

British Weekly; a journal of social and Christian progress. London,
1886-

Christian Standard, Cincinnati. 1896-1955.

Eiserne Blaetter. 1919-1932. Periodical of an important liberal who
belonged to the Nationalist Party.

Japan Christian Quarterly. Tokyo. Vol. 1-20, 1926-1954.

Licht und Leben. 1918-1933. Organ of the Gemeinschaftchristen.

London Quarterly and Holborn Review. London, 1853-

Die Positive Union. 1904-1933. Organ of the Orthodox church party
of the same name.

Protestantenblatt. 1916-1934. Organ of the left-wing church party.

Die Reformation. 1902-1903, 1905, 1915-1930, 1941. Influential
Berlin orthodox newspaper.

Reformistas Antiguos Espanoles. 1848-65. 23 vol.

The reports of the 1919, 1921, 1924, 1927, and 1930 Kirchentage.

The reports of the Prussian General Synod during the Weimar period.

Review of Religion. New York. Vol. 1-22, 1936-1958.

Die Wartburg. 1902-1913, 1915-1930, 1935-1936, 1941. Organ
of the Evangelischer Bund.

The Board has approved the following titles for filming and has secured permissions to film these titles. It is expected that the work will be completed in the near future.

Dilthey: Leben Schleiermachers. 1 Aufl. Berlin, G. Reimer,
1870.

Moslem World. Hartford. Vol. 1-38, 1911-1948.

Religion in Life. Vol. 1-10, 1932-1941.

Wesleyan Christian Advocate. 1836-1955.

Korean Repository. Seoul. Vol. 1-5, 1892-Dec. 1898.

REPORT OF THE COMMISSION ON LILLY ENDOWMENT SCHOLARSHIPS

In 1958 the Lilly Endowment, Inc., gave to the American Association of Theological Schools the sum of \$9,000 for the year 1959-60 for the purpose of improving the educational qualifications and status of librarians associated with the American Theological Library Association and the American Association of Theological Schools. A report to the Association on the activity of the Commission entrusted with the administration of the grant is found in the Summary of the Proceedings of the Thirteenth Annual Conference of the American Theological Library Association, 1959, pages 26-31.

The Commission was authorized by the Executive Committee of ATLA to make application for a renewal of the grant for the year 1960-61. The full report of the activity of the Commission was sent to Lilly Endowment, Inc., on June 16, and on June 23 a letter requesting a renewal of the grant was mailed. Subsequent negotiations with the Lilly Endowment, Inc., involved a discussion of many factors relating to the training of seminary librarians, the number and present status of theological librarians, the relation of ATLA to AATS, and the legal questions relating to tax-exempt status. The outcome of the negotiations was that AATS would assume, for the time being, full responsibility for the administration of the awards with the obvious understanding that the present Commission of ATLA be continued in an advisory capacity. The subsequent action of the Executive Committee of the ATLA in making application for our tax-exempt status in its own right and the receipt of a ruling from the Treasury Department conferring tax-exempt status in a letter dated April 21, 1960 will, we feel, remove the necessity for further discussion of technical legal questions.

The decision of the Lilly Endowment, Inc., with respect to the renewal of the grant was announced to the American Association of Theological Schools in a letter dated January 4, in which the Lilly Endowment sent a check for \$9,000

which is the first payment of \$27,000 grant to the used for a

three-year scholarship program in co-operation with the American Theological Library Association for the improvement of the educational qualifications and the status of librarians in American Theological Schools.

The Lilly Endowment, Inc., further expressed the hope that

a wise and modest promotion would produce a larger number of applications and awaken the seminaries associated with the AATS to stress further educational opportunities for librarians.

The commission met on January 22, 1960 to make revisions in the application forms and approve the details of the formal announcement of the program. The announcement of the three year program, mailed to about 385 librarians, deans and library schools, aroused great interest among many librarians who hope to obtain additional educational training. Not all interested persons were in a position to obtain a leave of absence during the next school year and to complete plans for further study. However, nineteen formal applications were received by the Commission. Awards were made to ten applicants and nine other applicants were, unfortunately, refused assistance this year, although it was possible in some cases to suggest that applicants reapply for a scholarship next year.

The successful winners of scholarship awards are the following persons:

Mrs. Verdelle Bradley	Virginia Union University
John K. Burritt	Wartburg Theological Seminary
Miss Betty Jean Cox	Wesley Theological Seminary
W. R. Denton	Souther California School of Theology
Gerald W. Gillette	Princeton Theological Seminary
Miss Delena Ella Goodman	Anderson Theological Seminary
Frederick E. Hershey	U.S. Army (Howard University)
O.D. Johnson	Brite College of the Bible, Texas Christian University
Joel W. Lundeen	Augustana Theological Seminary
Miss Barbara Parker	Yale University Divinity School

In making these awards, the commission has followed quite closely the procedures outlined in last year's report. It became necessary, however, to make a further statement of policy about one type of application, as follows:

That requests for assistance in taking single courses as part of in-service training or as an addition to full-time work programs not be entertained, except as two such courses may lead to the completion of a degree.

The intent of the Commission in taking this action was, of course, to encourage people to devote a large portion of their time to study in the year for which they applied for assistance and to make the use of Lilly funds a really significant contribution to the educational qualifications of theological librarians. Individuals who proceed to work for a degree by taking one course at a time may perhaps look forward to assistance from the Commission at the very end of their program; that is, for the period covered by their last course or two, if scholarship funds are available at that time.

The Commission also took the following action:

That the Commission recommend to the Executive Committee of the ATLA that it consider the possibility of compiling statistics for theological libraries similar to those computed for University and College Libraries in ACRL.

The purpose of this action is to make available in future years objective evidence regarding theological libraries and library personnel that can be used in subsequent requests for financial assistance from foundations. In many cases, exact statistical data will be requested to support requests for funds, and the ATLA might well compile annual statistics that will provide the desired information whenever needed.

The Commission also voted:

That the Commission recommend to the ATLA Executive Committee that it consider raising with AATS the question of encouraging the practice of making available a school's general scholarship funds for the training of library personnel in their institutions.

This action was based upon the very urgent consideration that AATS should, if possible, take a larger part in encouraging the educational training of librarians. It is evident that we cannot rely for scholarship aid entirely upon the generosity of foundations. At the present time the liberality of the Lilly Endowment, Inc., should be paralleled by concerted action on the part of AATS and the theological seminaries to lay the foundation for a long-range and permanent program of encouraging additional educational study by librarians, from resources under the permanent control of the theological seminaries. Since the theological seminaries have general scholarship funds which are being used for the training of ministers and for the training of persons in other types of "ministries," and since some theological seminaries in special circumstances have already made such funds available to their library staffs, it seems proper now that the AATS take cognizance of this possibility, study the problems, and make any recommendations that will benefit and further the welfare of theological institutions and their library personnel.

The Commission would like to request that all the members of ATLA promote the purposes served by the scholarship awards. The grant from Lilly Endowment, Inc., was obtained on a three year basis primarily for the purpose of enabling theological librarians to plan in advance for programs of study and to arrange for leaves of absence when desired. Such programs of study, in the judgment of the Commission, might fall in the fields of additional library training, or language study, or study in theology, or philosophy, or history, or in any field whatsoever which will provide additional scholarly training and broader background for the work of seminary librarians. The promotion of such a general program might well be, in the words of Lilly Endowment, Inc., "modest," but it should be designed to achieve success in the endeavor "to awaken the seminaries associated with AATS to stress further educational opportunities for librarians."

Respectfully submitted,

Kenneth S. Gapp, Chairman
 Arthur E. Jones, Secretary
 Carl C. Rasmussen, AATS, Representative

COMMITTEE ON FINANCIAL ASSISTANCE FROM FOUNDATIONS

As in the previous year, the Committee on Financial Assistance from Foundations was during 1959-60 a stand-by committee. It has held no meetings and transacted no business other than the preparation of this report of inactivity.

In its report of June 19, 1959, the Committee invited other committees of the Association to consider the possibility of developing programs which might attract financial support from foundations and to submit such programs to this Committee. No such programs have been submitted to the Committee on Financial Assistance from Foundations for exploration or recommendations. It continues to be the belief that it is not possible to approach foundations without specific proposals needing support and that it is not the proper function of this Committee to initiate such proposals or programs.

In view of the past inactivity of this Committee, it may well be questioned whether the Association needs to carry the Committee on Financial Assistance from Foundations on its list of standing committees. The Committee itself has no recommendation to make in this regard, feeling that there may be advantages to having a committee ready to operate when need arises.

Respectfully submitted,

Arthur E. Jones, Jr., Chairman
Herbert H. Schmidt
Kenneth S. Gapp

ALA STANDARDS FOR COLLEGE LIBRARIES

At the ALA meeting in Kansas City in 1957, the ACRL Board of Directors authorized a committee to proceed with the preparation of new standards for college libraries.

The membership of this committee, drawn from a wide range of types of college libraries, was:

Felix E. Hirsch, Trenton State College, Chairman, who prepared the document as published in the July 1959 College and Research Libraries.

Mrs. Minnie Bowles, Chicago Teachers College

Helen M. Brown, Wellesly College

Eugene Holtman, Ohio State University

Donald O. Rod, Iowa State Teachers College

Roscoe Schaupp, Eastern Illinois University

Ruth Walling, Emory University

Helen M. Welch, University of Illinois

During the 1958 meeting of ALA, this committee held an open meeting to clarify fundamental standards. The committee also consulted with other leaders of the library profession, executive secretaries of regional accrediting agencies and more than 30 college presidents before the final draft was approved by the ACRL Board of Directors.

The chairman of the committee stated that "the Committee's main aim was to provide flexible standards based on firm principles." These "firm principles" could apply just as pertinently to any Theological Seminary--School of Religion library as to a College library although they were compiled as a "Guide for evaluation of libraries in American Colleges and Universities which emphasize four-year undergraduate programs and may or may not have graduate programs leading to a Masters degree." However, an examination of AATS standards show a close parallel to the following standards.

As these standards are so well expressed, much of the phraseology is lifted from the original report verbatim and with this acknowledgement no other reference to direct quotations will be made.

I. FUNCTIONS OF THE LIBRARY

"The Library" (whether college or Theological Seminary) should be the most important intellectual resource of the Academic community. The library should:

1. Implement the purposes of the College's or Seminary's general program and meet the specific educational objectives of the institution.
2. Provide in its collections the heritage of Eastern and Western thought but stress areas central to the curriculum of the institution.
3. Endeavor to meet legitimate demands of all its patrons from senior professors engaged in research to the freshman just entering, to stimulate and encourage the student to develop a lifelong habit of good reading.

No artificial barriers should separate the library from the classroom or the library staff from the teaching faculty.

II. STRUCTURE AND GOVERNMENT

If the institution's board of control has a committee on the library, and this may well be the case in libraries on a University campus, the committees:

1. Duties and authority should be clearly defined.
2. Relationship to the librarian should be clearly defined.
3. Concerns should be limited to general library policy and not matters of an administrative and executive nature.

The librarian (and I shall try not to intrude upon Miss Uhrich's report on status) should:

1. Be directly responsible to the president or head of the institution .
2. Rank with other chief administrative officers.
3. Since concerned primarily with academic matters, work closely with the head of the academic program.
4. Be a member of the planning group for the curriculum and any other committee whose activities will vitally affect the future of library service.
5. Plan and administer the library budget. No action affecting the library finances should be taken by administrative officers without prior consultation with the librarian.

The Faculty Library Committee:

1. The Committee should act strictly in an advisory capacity.
2. The librarian should be a regular member of the committee and may serve as chairman.
3. The Committee should consist of both Senior and Junior faculty members.
4. The Committee should interpret the problems and policies of the library to the faculty.
5. The Committee may make suggestions for improvement of library service.
6. The Committee may also represent the faculty in apportionments of book funds insofar as allocated to departments.

III. BUDGET

The budget is determined by the quality of the library resources and services and is influenced by:

1. The size of the faculty.
2. The size of the student body.
3. The extent to which individual study is provided for and encouraged.
4. The variety of graduate offerings.

The Budget should be determined in relation to the total budget of the institution for educational and general purposes. The standards here outlined will normally require a minimum of five per cent of the total educational and general budget, and higher if:

1. The holdings are seriously deficient.
2. Rapid expansion in number of students or course offerings is in effect.
3. A wide range of students are at the Masters level.

4. There are programs of independent study.

Experience shows that a good college library usually spends twice as much or more for salaries as it does for books.

IV. STAFF

The size of the staff will vary with the size of the institution, but three professional librarians constitute the minimum number required for effective service, i. e.:

1. The Chief Librarian.
2. Readers Services librarian or public services librarian.
3. Technical processes librarian.

Factors in determining the size of the staff needed are:

1. Number of students.
2. Organization within the library.
3. Size and character of the collections.
4. Teaching methods prevailing.
5. Number of hours the library is open.
6. Arrangement of the building.

At least one professional librarian should be on duty at all times the library is open for service.

There should be adequate non-professional staff. These may be clerical assistants and student assistants.

The number of such assistants needed varies with the needs of the institutions, but great care must be taken that professional staff do not spend their time on work of essentially clerical nature.

Also, Students cannot be expected to perform the same kind of indispensable services that competent clerical workers will.

No mention will be made in this report on status as Miss Uhrich will be making a report on that phase of the standards.

V. LIBRARY COLLECTIONS

The library's collection of books, periodicals, documents, micro-film, and other materials must be so constituted and organized as to give effective strength and support to the educational program of the institution.

It should meet the full curricular needs of undergraduate students and should be easily accessible to them.

It should provide properly for the demands of graduate students in each field in which the institution offers the Masters [Graduate] degree.

It should contain works to keep the members of the faculty abreast of the latest advances in modern scholarship and to assist them in their professional growth.

If special programs of independent study are carried on, provision must be made for them also.

In addition to materials related to the curriculum, the collection should contain the standard works which represent the heritage of civilization which should be continuously supplemented with books of enduring value. The extent of this would vary in a Seminary library as to whether it is an independent, separate institution or in or close to a University campus with a large liberal arts library.

There should be a strong, up-to-date reference collection of the most authoritative reference works and bibliographies in all major fields of knowledge. It must not be restricted to subjects forming part of the curriculum nor to publications in the English language.

The Periodicals list should be well-balanced and carefully chosen to meet the requirements of students for collateral course reading and to provide for research needs of advanced students and faculty, as well as to keep the faculty informed of developments in their fields.

Newspapers should provide coverage at national, regional, and local levels. Various political points of view should be represented.

It is essential that the major journals and newspapers be kept and bound or preserved in microtext form.

Archival materials pertaining to the institution should be collected and preserved.

The right of the librarian to select books and other materials representing all sides of controversial issues must be safe-guarded by the institution and any attempts at censorship from whatever sources or for whatever reasons must be resisted.

The quality of the collections should not be sacrificed to unnecessary duplication of titles. Works of lasting significance or contemporary importance should be available in sufficient number of copies to give students a fair opportunity to examine them thoroughly.

Obsolete materials, superseded editions, incomplete sets of longer works, broken files of un-indexed journals, superfluous duplicates of worn-out or badly marked volumes should be continuously weeded out with the advice of faculty members concerned.

Gifts should be accepted only in case they add to the strength of the library collections.

If funds are allocated to departments, a substantial portion beyond

fixed costs for periodicals and continuations should be reserved for direct assignment by the librarian and should be large enough to provide for purchase of:

1. Reference works.
2. General publications.
3. Expensive sets.
4. Recreational reading.
5. Works which cross departmental lines.
6. Works needed for correcting weaknesses in the library's collection.

Library holdings should be checked against standard bibliographies, both general and subject, as a reliable measure of their quality.

The size of the collection should be determined by the:

1. Extent and nature of the curriculum.
2. Number and character of graduate programs.
3. Methods of instruction.
4. Size of the undergraduate and graduate student body.
5. Needs of faculty for more advanced materials which cannot be met by the use of research libraries in the area.

An analysis of small college library statistics suggests that no library can be expected to give effective support to the instructional program if it contains fewer than 50,000 carefully chosen volumes. A steady growth is essential to any good library. The rate of growth of the library collection may slow down when the number of volumes reaches approximately 300,000.

The library's collections should be fully organized for use. The catalog should follow the L.C. and A.L.A. cataloging codes as standards. Materials should be classified according to an accepted scheme in general usage. The catalog should be constantly revised to keep it up-to-date in terminology.

Audio-visual materials are an integral part of modern instruction. If the library is handling this program, it should be enabled to do so by special budgetary provisions including those for additional staff. The audio-visual program must have adequate facilities for the use of equipment and materials. The librarian is bound by the same high standards of selection for films and recordings that he uses for books.

VI. BUILDING

The library building should be centrally located and functionally designed and should meet the general demands of efficient operation.

The size of the building will depend upon:

1. The type and size of the institution which it serves.
2. Instructional methods employed.
3. Character of the collections.
4. Number of volumes.

The seating capacity of a new building should be based on the anticipated growth over a 25 year period. Accommodations for at least one-third of the student body will be essential. AATS standard suggest 35-50 per cent of student body.

Book space must be ample not only for the present but the future. Shelf space in a new building should be planned to allow for a doubling of the collection. Adequate housing must also provide for current periodicals, maps, pictures, art books, films, records, and microtexts.

Well-planned areas must be provided for:

1. Well-arranged circulation and reference areas.
2. Display spaces.
3. Rooms for listening to recordings.
4. Faculty studies and graduate student carrels.

Efficient operation of the library also entails adequate quarters for:

1. Ordering.
2. Preparation.
3. Cataloging.
4. Binding.
5. Mending.
6. Filing.

and similar activities. Staff work areas should comprise at least 125 square feet of floor space per person. Persons holding administrative positions should be given sufficient private office space.

The effectiveness of the building depends also on:

1. Proper provisions for heat, light, and air by careful planning of sound and air conditioning.
2. Proper control of humidity and heat provided for books and materials.
3. Equipment of well-designed library furniture of high quality including:
 - a. Various types of seating including lounge chairs away from tables.
 - b. Tables with space of 3 x 2 feet per reader.
 - c. Carrels.
 - d. Individual desks.

VII. QUALITY OF SERVICE AND ITS EVALUATION

The quality of services is difficult to assess but most important to know. Service can in part be measured by:

1. Continuous and careful evaluation of the statistical records of the circulation department.
 - a. Does per capita loan to students show an upward trend over a given period?
2. Surveys of what the students are reading in the library at a given time.
3. Studies of books not supplied or reference questions not answered.
4. Character of inter-library loans.

Much depends on teaching methods of the faculty and therefore it is particularly important to keep the faculty members informed of new publications and acquisitions. The librarian should work closely with them as they plan courses and develop new educational ideas.

The effectiveness of the instruction in the use of the library given by the staff will be reflected in how well the students avail themselves of the library resources.

VIII. INTERLIBRARY COOPERATION

The librarian should not lose sight of the important benefits derived from pooling the resources of his library with those of other libraries in the same community, state, region or nation by planned cooperation in:

1. Reference service to readers beyond the campus.
2. Planned purchasing of material to avoid unnecessary duplication, (On the other hand, the library should not seek to borrow materials

which are basic to the college program).

Elizabeth Royer

REPORT OF THE COMMITTEE ON THE
INTERNATIONAL ASSOCIATION OF THEOLOGICAL LIBRARIES

During the past year several national organizations sought membership in IATL but were refused, because it seemed to be the Association's consensus of opinion that, for the present, membership should be limited to the English and American sections, until an active program could be adopted.

In this period there was a meeting in London between Mr. Roger Thomas, Librarian of the Dr. William's Library and President of IATL and Dr. Frank Vanderhoof, our ATLA representative. A proposed international index to religious literature now extant in the various forms of micro-print was discussed, but the project was tabled because it was felt that it was too early for such a work to be of great value in England. A second project, which was proposed by Vanderhoof and favorably received by Thomas, was an international guide to theological resources in American and English libraries, which might be later extended to include those on the continent.

Certainly the most important need is an immediate discussion by ATLA of not only this project, but also of others which would be considered to be important and practical. Dr. Vanderhoof will be moving to England at the end of August and will be in the fortunate position of being able to spend time discussing your suggestions. Experience has proved, however, that much valuable time can be wasted in the consideration of any project, unless it is first approved by ATLA. If there is not sufficient time for full discussion and decision at this reading, could not an ad hoc committee of interested persons be immediately formed to consider a number of possible projects, which could receive the full approval of the Association, or of the empowered Executive Committee, so that these could be presented to Dr. Vanderhoof for discussion and possible approval in London?

Respectfully submitted,

Stillson Judah, Chairman
George B. Ehlhardt
Frank M. Vanderhoof

REPORT OF THE ATLA REPRESENTATIVE ON THE ALA COUNCIL

There was one matter discussed at the ALA Council which may have some effect on ATLA and its membership in the Council, and that is the size and composition of the Council. A questionnaire was distributed to members asking for information and opinion. From the official minutes of the meetings, I quote:

The Council Membership Committee solicits your opinion on the size and composition of the ALA Council. The By-Laws, Article IV, provide for voting members as follows:

96 Councilors at large, half of them nominated by Divisions
 12 Presidents of Divisions
 51 Chapter representatives

for non-voting members:

Past presidents of the ALA, now 24
 Chairmen of standing committees, now 12
 Representatives of affiliated organizations, now 9

Will you kindly answer the following questions:

- 1) Does the present size of Council make your participation easy?
 Yes _____ No _____
- 2) If too large, how should Council be reduced in size:
 - a) Decrease the number of Councilors at large Yes _____ No _____
 - b) Reconsider Chapter representation Yes _____ No _____
 - c) Eliminate the non-voting members:
 1. Past presidents Yes _____ No _____
 2. Chairmen of standing committees Yes _____ No _____
 3. Representatives of affiliated organizations Yes _____ No _____
- 3) If the non-voting members are retained, should they be seated separately as was done Saturday, January 30, 1960? Yes _____ No _____

I have heard no results of the questionnaire, but perhaps they will be presented at the meeting in Montreal this month.

Respectfully submitted,

Betty Jane Highfield
 acting for Ernest White

REPORT OF THE ATLA CONSULTANT TO THE ALA REPRINT EXPEDITING SERVICE

During the year I have kept in touch with Mr. Karl Brown, Director of the Reprinting Committee, Acquisitions Section, Resources and Technical Services Division, of the American Library Association. Mr. Brown is also editor of the Reprint Expediting Service Bulletin. I have met every call he has made for copy and, as a result, two lists of desirable OP titles in religion appeared in Volume 4 of the Bulletin, issues nos. 2 & 3, October and November, 1959. These lists were compiled with the help of various competent persons, including some members of ATLA. One of them resulted from a rather careful examination of the University of Chicago Press list of OPs, which that press is surveying for possible reprinting.

I also sought the advice of thirty-nine members of ATLA in selecting titles to recommend for re-printing through a form request. Nine replies were received. From them a new list of titles was prepared and sent to Mr. Brown for inclusion in an early issue of the Bulletin.

The absence of any full, prompt and spontaneous reply to this form letter seems to be an unmistakable commentary on the declining importance of this project in its original conception. The essence of urgency would seem to be a pressing need for reprinting expressed in continuing awareness which would readily translate itself into a reply to a form letter such as this. I

found this only in the case of eight or ten titles. It seems that the successful reprinting of the most important titles, the wide publication of paper backs republishing desirable titles, the practical possibility of microfilm and Xerox processing, and the general progress of new publication of fresh scholarship on old themes, have conspired to make the need for a general program of reprint expediting less insistent than it was at the close of World War II. I do feel that there is a place for a continuing pressure for the republication of the few titles that are needed in sufficient numbers to repay their cost.

I have enjoyed this function over the past two years but would happily relinquish it to another member of ATLA at this time.

Respectfully submitted,

Niels H. Sonne

TREASURER'S REPORT, 1959-60

Balance June 5, 1959	\$14,894.05
Credits during year	<u>34,021.05</u>
TOTAL	\$48,915.10
Debits during year	<u>30,036.12</u>
Balance June 2, 1960	\$18,878.98

Balance in savings account	\$ 2,086.19
----------------------------	-------------

Fund Balances June 2, 1960

General Fund	\$ -599.19	
Index Fund	-813.43	
Lilly Fund	173.82	
Microtext Fund	<u>20,117.78</u>	
	\$18,878.98	

GENERAL FUND

Balance June 5, 1959		\$ 54.10
Receipts		
Dues	\$ 1,450.00	
Proceedings, etc.	72.92	
Book Exhibit	767.22	2,290.14
Expenditures		
1959 conference	126.55	
Exec. Sec. petty cash	134.00	
Exec. Sec. printing	12.65	
Exec. Sec. honorarium	300.00	
Proceedings	1,089.10	
Newsletter	293.52	
Exec. Committee meeting	912.52	
Book Exhibit mailing	41.29	
To I. F. L. A.	17.36	
Treasurer, postage	5.00	
Committees	11.44	<u>2,943.43</u>
Balance June 2, 1960		\$ -599.19

INDEX FUND

Balance June 5, 1959		\$ 3,266.41
Receipts		
Sales	\$ 4,860.28	
A.L.A. royalties	256.43	5,116.71
Debits during year		<u>9,196.55</u>
Balance June 2, 1960		\$ -813.43

LILLY FUND

Balance June 5, 1959		\$ 325.99
Receipts during year		8,350.00
Debits during year		<u>8,502.17</u>
Balance June 2, 1960		\$ 173.82

MICROTEXT FUND

Balance June 5, 1959		\$11,247.55
Receipts		
Sales	\$ 6,764.20	
Winter's National Bank	11,500.00	18,264.20
Debits during year		<u>9,393.97</u>
Balance June 2, 1960		\$20,117.78

Respectfully submitted,

Harold B. Prince, Treasurer

REPORT OF THE AUDITING COMMITTEE

The auditing committee has met and inspected the books of the treasurer, Mr. Harold B. Prince, for the period June 1, 1959 through May 31, 1960, and found them in order.

Respectfully submitted,

William T. Henderson, Chairman
Elvire Hilgert
Frank Grisham

PROPOSED BUDGET, 1960-61

President's Office	\$	100.00
Vice-President's Office		100.00
Secretary's Office		50.00
Treasurer's Office		25.00
Executive Secretary's Honorarium		300.00
Executive Committee Travel		850.00
Stationery		100.00
Affiliation Dues: ALA		12.00
Committees		200.00
Newsletter		400.00
Proceedings		<u>900.00</u>
	\$	3,237.00

Respectfully submitted,

Harold B. Prince, Treasurer

ATLA BOOK EXHIBIT REPORT

In 1959, fifty-five publishers in the United States, Canada, and England, provided books for exhibit at the University of Toronto Book Store as appointed by the Canadian Publishers Association. These books were not available for resale to the members of ATLA. However, after the Conference, fifty publishers graciously cooperated in making 464 books available for listing and resale at 50 per cent, resulting in \$767.00 for the ATLA treasury.

In 1960, forty-five United States and British publishers provided 674 books for the exhibit at St. Paul. Allocation of these books to the several libraries requesting them will be made on July 18, 1960.

Respectfully submitted,

Alec R. Allenson

REPORT OF RESOLUTIONS COMMITTEE

1. Resolved, that we, the Fourteenth Annual Conference of the American Theological Library Association, convened June 8-9, 1960, at Bethel College and Seminary, St. Paul, Minnesota, express our warm appreciation to our hosts, Dr. Carl H. Lundquist and Mr. David Guston and to their staffs--especially Mrs. Alice Johnson, Dietitian, and her staff for the delightful Swedish buffet and for the banquet; and the dormitory matrons--for their generous and untiring hospitality.
2. Resolved, that we express our thanks to Dr. Herman A. Preuss and Miss Valborg Bestul and their staffs at Luther Theological Seminary for their cordial hospitality.
3. Resolved, that we convey our appreciation to the Conference speakers: Mr. Decherd Turner, Dr. Warren A. Quanbeck, Miss Ruth Eisenhart, Mr. David K. Berninghausen, Mr. Arthur E. Jones, and especially, Dr. Carl H. Lundquist, our banquet speaker.
4. Resolved, that we thank Dr. Kenneth S. Gapp, program chairman, Mrs. Pierre R. Quiers, President, and all who have helped arrange the interesting program of this Conference.
5. Resolved, that we again thank Mr. Alec Allenson for arranging the publishers' exhibit, and also express our thanks to the exhibitors for their displays.

Respectfully submitted,

Miss Elizabeth Royer, Chairman
William M. Robarts
Mrs. John Warnick

STATUS OF COLLEGE AND UNIVERSITY LIBRARIANS

A REPORT ON THE ACRL STATEMENT.

Academic status for the professional librarian has received considerable attention from many groups, including our Association. The recent appearance of numerous statements and recommendations on this subject by college and university librarians, junior college librarians, regional accrediting and professional associations bears witness to this concern.

Two of these publications may be singled out as having particular interest for our group. These are the statement on the "Status of College and University Librarians," prepared by the Committee on Academic Status of the Association of College and Research Libraries' University Libraries Section (College and Research Libraries, September 1959, pp. 399-400) and the volume edited by Robert B. Downs, The Status of American College and University Librarians (ACRL Monograph No. 22: ALA 1958).

The ACRL Report was adopted by the University Libraries Section during the 1959 Washington ALA Conference and approved for ALA by the ACRL Board of Directors in a post-Conference mail vote. Arthur M. McNally, Director of Libraries and of the School of Library Science, University of Oklahoma, was Chairman of the Committee. Other members were Robert B. Downs, Dean of Library Administration, University of Illinois; William B. Jesse, Director of Libraries, University of Tennessee; Archie L. McNeal, Director of Libraries, University of Miami; and Sidney B. Smith, Director of Libraries, Louisiana State University.

Defining status as "the formal recognition, in writing, by an institution's authorities, of librarians as members of the instructional and research staff," the Report "strongly recommends that professional librarians be granted academic status, with corresponding faculty privileges." This recommendation is based on the recognition of the following factors: that faculty members and librarians have mutual interests in the dissemination of knowledge and the advancement of learning; that the work of professional librarians is essentially educational in character; and that the institution benefits substantially when library activities are integrated with teaching and research plans.

Developments in the educational structure and librarianship which are cited as reasons for academic recognition are the increased demands upon academic libraries through greatly accelerated research programs, proliferation of subject specialization, diversification of foreign language requirements, etc., all of which require higher level of ability on the part of library personnel; the curricular and educational requirements necessitating academic librarians to be more responsive and sensitive to the place of the library as a teaching instrument and to be competent in subject areas as well as in professional and technical aspects of library work; the broadening of the educational effort of the institution with corresponding demands; the improvement in educational and personal qualifications of librarians (the first professional degree is now at the master's level); establishment of librarianship as a mature learned profession; the expanding opportunity for library personnel of high caliber to meet ever growing demands; need for protection of academic freedom in building collections, etc.

In turn, the obligations of academic status demanded of the librarian are intellectual activity and responsibility for independent learning and growth, with participation in the intellectual life of the campus. The librarian is

expected to be a creative member of the academic community and an active participant in the library profession. The report further emphasizes that this matter of status extends beyond the office of chief librarian or director of libraries. It is specifically stressed that the librarian has the responsibility to encourage professional advancement for the members of his staff that they also may participate in academic status. The privileges of status are expected to relate to tenure, academic freedom, sabbatical leaves, equitable salaries, holidays, insurance and retirement.

In conclusion, ACRL urges all academic institutions to recognize the similarity of education, training, and goals of faculty members and librarians, and to formalize that similarity by bringing into harmony the requirements and obligations, as well as the privileges, which faculty and library staff should share.

The volume edited by Robert M. Downs, a collection of sixteen papers presented over the period 1941-58, covers, as its title indicates, various phases of the problem of status of American college and university librarians. Clearly favoring academic status as the goal toward which librarians should strive, the editor writes:

University librarians have not established themselves as definitely a part of the academic community until they are recognized as being integrated with the faculty. . . .Anything less than that leaves the librarian in a kind of limbo. (p. 14)

This viewpoint is shared, or approached, by most of the writers included in the volume, at least as to the desirability of faculty rank, though with considerable variation in the form it should take. There is agreement that the professional academic librarian should be rewarded in pay and in esteem in accordance with his background and experience. The book is useful for its presentation of the history and discussion of the subject and for outlining ways in which institutions have met the problem, from the gradualistic approaches of Ohio State University to the "Separate-but-equal" of Harvard University's recently instituted plan.

In general, the recommendations of both reports favor academic status for professional librarians, though with considerable divergence in definition and latitude in suggested administration. One suspects, for instance, that the ACRL statement, directed toward a diversity of situations, presupposes or suggests a unity in function, structure, financial condition, purpose, etc., that is not present in colleges and universities any more than it is in our theological libraries.

We raise the question how the recommendations and findings of these reports are related to theological librarianship and what application can or should be made for our group. It is no secret that the theological librarian is already committed to a situation within the educational structure that encompasses many of the developments cited in the ACRL Report as reasons for granting academic status. Most seminary libraries function on a graduate and professional level which presupposes specific skills and requirements. If the college or university library requires a broad knowledge on the part of the librarian, the theological library requires specialized knowledge on the part of the librarian. Specialists may be even more difficult to develop or to find than the librarian of general education.

The theological curriculum is not static but is also broadening its scope and implication. TV and audio-visual education are nothing new for the theological library. Knowledge of theology is not delivered to the saints once and for all, as witness the overflow of material on the Dead Sea scrolls and the Nag Hammadi documents, and what discipline requires a wider range of languages than does Biblical study and exegesis?

Specialization in theology, however, is not a narrow matter. Rather, theology is perhaps our last great synthesizing discipline. Unlike the professor who regretted on his death bed that he had not given his entire life to the dative case, the theological librarian is expected to have high competence in many fields. He must know more and more about more and more, not less and less as suggested in the ancient limerick:

I once had a classmate named Guesser
Whose knowledge grew lesser and lesser;
It at last grew so small
He knew nothing at all,
And now he's a college professor.

Our responsibilities in service and scholarship were pointed out in an address made to ATLA in 1951 by Mr. Raymond P. Morris, and his reminder still holds: "We shall establish our standing and prestige as librarians, not as quasi-or-pseudo-professors." (Proceedings, 1951, p. 9)

There are other areas where we compare favorably with the college and university library. Improvement in the educational qualifications of our library personnel is being encouraged and implemented through the grant made to our Association by the Lilly Endowment, Inc., but here, again, much can and should be done on our own. Library school programs for theological librarianship, such as those announced at Columbia and the University of Chicago, are an effort to meet a need in this area. The impact from our Association with its responsible and mature development of projects, such as the Periodical Index, Microfilming Project, etc., is almost impossible to measure, either for our own needs or in the larger field of scholarship. We have no reasons to apologize for the achievements of our Association.

The ACRL Report states that over half of the colleges and universities in this country have given academic recognition to their professional library staffs. This has ranged from a formal recognition of the librarian as a member of the academic family with equivalent and corresponding rank (sometimes called assimilated) to full faculty status with academic rank and titles as these are commonly recognized. Further clarification on this point was received in a letter from the Chairman of the ACRL Committee dated June 2, 1960, in which he wrote:

The statement that over half of the colleges and universities of the country grant academic status to their professional librarians was based partly upon the literature of the subject, and partly on returns to questionnaires sent out by R. B. Downs and myself in preparing our papers on the subject.

Mr. McAnally continued:

Our questionnaires were separate, and were sent to the leading universities of the country. Returns in both cases indicated that over half of these major institutions already granted academic status. The percentage which

grant full faculty status is lower than this, of course, but we considered the formal recognition as academic to be the more important issue. Faculty status usually evolves later from academic status.

While no complete study has been made on the question of academic status within our group, we do have some figures available from the report which was presented to our Association in June, 1957, by the Committee on Recruitment and Education for Theological Librarianship. In order to collect and ascertain data having to do with the working conditions of theological library personnel, this Committee submitted a total of 124 questionnaires to the libraries of 79 member institutions of AATS and 45 associate members. Questions covered the salient features of the personnel situations as they existed in 1956-57. Ninety-six replies were received, 63 from member institutions and 33 from associate members; 26 did not report and two said data was not available. Figures based on these 96 replies showed that of the head librarians in our Association, 80 per cent of the men and 55 per cent of the women had faculty status, with 65 per cent of the men and 55 per cent of the women reporting tenure. The picture was less attractive for Assistant librarians, no instance of faculty status being reported in this category. The Reference librarians fared almost as well as the Head librarians, with 60 per cent reporting faculty status but no tenure. Curiously, circulation librarians reported no faculty status but 33 per cent had tenure. Finally, like the man who reported to his wife that he did not get the raise but he was to have a waste paper basket of his own, the cataloguers reported no status, no tenure, no housing.¹

Granted that this study may not represent the entire membership of ATLA, that the figures may be several years old, that the exact meaning of status or rank is not defined--whether this rank follows automatically with the position of librarian or is the result of special circumstances and what privileges are bestowed as a result of this rank--these figures, nevertheless, do point to the fact that percentage-wise the librarians of our group have almost kept pace with librarians in the college and university group. We have good reason to believe improvement in our condition has been made since 1934 when the following statement was made in The Education of American Ministers:

That the [theological] librarian should be one who is well prepared to aid and stimulate research, has a knowledge of modern teaching methods, possesses initiative, and receives the consideration and place of a regular member of the faculty, is a concept that as yet has not been achieved. (v. 3, p. 190)

The ACRL statement notes that the essential educational nature of the librarian's duties has been increasingly recognized by administrators, faculties, professional societies, and accrediting agencies. The American Association of University Professors acknowledges that "librarians of professional status are engaged in teaching and research" and are therefore eligible for AAUP membership provided their own institution consents.

¹ One librarian informed me that his library would be an exception to these generalizations and that the entire professional staff had academic status.

Our Association and AATS have shown a similar concern for the librarian as educator and his status within the institution he serves. With few exceptions, some reference to this problem may be found in each of the ATLA Proceedings since 1947. Sometimes it is implied or suggested in "standards" for the theological library or in discussions on the place of the library in theological education, but more often there is a specific reference. These statements will be found listed in an Appendix to this paper.

It is a matter of fact that we have made substantial progress toward attaining the privileges and prerogatives of academic status, although perhaps not specifically designated as such. Is it not true that not infrequently our salaries as librarians are higher than would be the case were we to be dependent on academic rank and promotion? Most of us, unless we are horribly inefficient, are reasonably secure in matters of tenure. That there are just too few to replace us, should we be dismissed, may be a contributing factor, but it is comforting to know that tenure is there. (Our institutions just cannot get along without us! At least we like to think so.) Finally we need to ask ourselves some rather hard questions. Are we willing to burn the midnight oil in study and reading and writing rather than have the evening free when we turn out the light at five o'clock to go home? Faculty status then, is not an unmixed blessing. We want recognition, justice and returns for reasons merited. We do not want to be the last one in the academic pecking circle. We have no right to ask for more than we are, but we wish to be recognized for what we are. Above all, we wish to be placed in circumstances which will permit us to work as effectively as our profession requires and our integrity demands.

We should consider another set of factors, largely psychological and ethical by implication, which has not been treated thus far. This is the highly competitive situation often existing in our colleges and universities where the attainment of faculty rank becomes almost a necessity for survival, educationally and socially, where promotion or tenure depends on publication and openings to which promotion may be made. Nor does it always follow that publication guarantees promotion in rank. To put in bluntly, no publication, no opening--no promotion. Is it this type of competition we are seeking? When "status" becomes a prestige word, serving to sever rather than to bind a community together, when it marks off sharply and often cruelly according to standards not important in terms of educational procedures and efforts, when it ranges the professional against the clerical, those with faculty rank against those with none, then it is recognition in its negative and worst sense. Emphasis on the wrong values can corrode and corrupt an institution, even the theological school.

What is it, then, we as librarians want? What do we want to be, if not librarians? We have chosen our profession. We have cast our lot. We are, most of us, doing what we want to do and what we like to do. We like being librarians. Perhaps there is in us a little something of the qualities found in the raven in the recent novel, A Fine and Private Place, by Peter S. Beagle (New York: Viking Press). This is the story of a man who lived in secret for nineteen years in a dilapidated mausoleum in a cemetery, but was kept from starving by a raven, a rather cynical and tough-minded one, that stole slices of bologna from delicatessen shops and snatched sandwiches out of the hands of passersby to bring to Rebeck, the man who had left the world for this strange abode. Why was the raven so obliging? As the bird himself is quoted as explaining:

Ravens bring things to people. We're like that. It's our nature. We don't like it. We'd much rather be eagles, or swans, or even one of those

moronic robins, but we're ravens and there you are. Ravens don't feel right without somebody to bring things to

Just so, as librarians we do not "feel right" unless we are doing something for somebody, unless we are sharing in this common concern which binds us all together, librarian and teacher, student and administrator, those who came before and those who are still to come, each according to his own calling. With Ignatius we say: "For now I begin to be a disciple, and I speak to you as my fellow-servants."

When we no longer have to prove and convince that as librarians we, too, are engaged in a teaching function; when our educational and professional qualifications, in spite of, or because of, their differences in kind and degree, serve to identify us and not to separate us from the teacher in his classroom, then shall we be acclaimed true members of the academic community. We may even be asked to take a higher seat.

Appendix: Statements on Status found in ATLA Proceedings, 1947-59

Many of the statements on status appeared in committee reports:

Committee on Administration and In-Service Training (1947, p. 67): Under the heading Administration, The librarian's status: "There should be a definite ruling by the Board of trustees concerning his status, and this should be incorporated into the by-laws."

Committee on Personnel (1948, p. 6): "The librarian, whether man or woman, should possess an ability in librarianship comparable to the abilities of the faculty at corresponding levels of responsibility."

Workshop discussion on administrative problems (1954, p. 35) under The librarian and his staff: "Is faculty status for the library staff desirable, and how should it be determined?"

Committee on Recruitment and Education for Theological Librarianship (1957, p. 27): "Both administrative and professional theological librarians should have as much training in the field of theology as may be reasonably acquired. The administrator, especially, in the light of his parity with the faculty of his seminary, should have the Bachelor of Divinity degree or its equivalent in terms of subject knowledge. A more advanced degree is desirable."

Committee on Personnel and Placement (1956, p. 7): "Let us now turn to the first specific question, namely, that of salaries and associated compensations that make a library position attractive. We simply mention the related or associated factors such as vacations, social security, sick leave, pensions, faculty status, class auditing privileges, living quarters, etc., to recognize that they are pertinent on the one hand, and that a given salary figure is not necessarily the sole factor in making a position attractive." Again in this Committee's Report (1958, p. 51): "Does Librarian have faculty status? (One of the questions on benefits to be addressed to seminary administrators seeking the names of individuals available for library positions.)"

Speakers, both from within the Association and others, made many references to the question of status. In 1947 (pp. 19-20), Dr. A. F. Kuhlman, Director, Joint University Libraries, Nashville, Tennessee, addressed the Association on "The Library and Instruction," suggesting a favorable attitude of the chief administrative officer of the theological seminary and his faculty as one of the chief means of increasing the educational effectiveness of the theological library. He quoted from Harvie Branscomb's Teaching with Books as follows: "The college president. . . should see to it that in the organization of the college the librarian is not separated from, but rather is brought into vital relationship to, the educational program. In most colleges this will mean elevating the status of the librarian."

In a paper aimed at providing suggestions for the 1948-50 emphasis of AATS which was to be on libraries, Mr. John F. Lyons, Librarian, McCormick Theological Seminary, asked: "Are we educational?" and replied as follows: "A positive answer. . . is, I dare say, our ambition. The first of the subjects suggested for survey is the academic status of the full-time professional library staff. We prize faculty standing." (1947, p. 26)

Dr. Theodore Trost, speaking on "The Seminary, the Library, and the

Librarian" in 1949 (p. 36), said: "It is assumed that he [the librarian] will be accorded faculty status and appointed to serve on faculty committees."

In a discussion of "Standards for accreditation for the Theological Library" in 1951 (p. 9), Mr. Morris asked: "Shall we suggest faculty status? Yes, if deserved. . . . Perhaps a word of explanation may be wise as to why faculty status is desirable. Matters of prestige, personal satisfaction and standing have very little to do with it. We shall establish our standing and prestige as librarians, not as quasi- or pseudo-professors. But we need a status which gives certain prerogatives and responsibilities. These prerogatives and responsibilities carry the librarian into the fabric of the school."

In a study made by Dr. Elliott on libraries marked as inadequate by the Committee on Standards for Theological Libraries, it was reported in 1951 (pp. 23-24) that of eleven librarians replying to his questionnaire, six of them had faculty status, suggesting, perhaps, that status alone does not guarantee adequacy in performance.

In "The Librarian and Instruction," Mr. Swann in 1952 (pp. 3-4) referred to changes which had been helpful in making the library "come alive": It was found that "if the library was to function intelligently as part of the educational program, the librarian must be placed in a position in which he would be informed as to what was going on. In practical terms this meant in most institutions changing the status of the librarian."

President Walter N. Roberts presented the view of the administrator in 1953 (p. 45) in his address "What the Seminary Administration expects of its Library." Referring to Guy R. Lyle's emphasis in The Administration of the College Library (p. 194) in making the library an instrument in teaching, Dr. Roberts said: "If this is true of the college library how much more is it true of the seminary library where the whole program of study is geared to the graduate and professional level." Dr. Roberts then gives his own views as follows: "I would like to insert here my own conception. The President, the Dean and the Librarian of the school occupy the key positions regarding the school curriculum. For that reason it is exceedingly important that the librarian have such training as to enable him to stand shoulder to shoulder with any member of the faculty."

In the joint panel discussion with AATS in 1954 (p. 26) on "The Library in the Life of the Seminary" Dr. Merrimon Cuninggim, then Dean of Perkins School of Theology, spoke on "The Seminary from the Faculty Point of View." Concerning the tasks which call for the staff to work closely with individual students he said: "For here the staff, willy-nilly, assumes at least part of the role of the teacher. This is the soundest argument of all for giving the professional librarian faculty status, faculty rank, and faculty salary--namely, that he is in truth, if he is doing his proper job, a member of the teaching corps. The librarian is not merely the teaching assistant but is the co-teacher of every course, for it is his duty to counsel, to guide, to instruct the students not merely in the uses of the book collection, but in the learning process itself."

In this same panel Dr. Jannette E. Newhall, in speaking on "The Library Staff Views the Library Program," cautions: ". . . There is still work to be done in the area which might be called 'human relations' before

the facilities of many of our schools will accept the librarian--especially if a woman--as an equal professional partner in the educational enterprise. But faculty status, when merited by education and performance, should not be denied, nor should it be in name only." (p. 29)

The educational potential in the situation was summed up by Mr. Morris, the third speaker in the panel, when he said that good library service is a continuous teaching process and can be made so if the personnel responsible for library operations is capable of teaching, and if they do not teach they are missing the very thing which makes their jobs exciting and most useful to their institutions. "That they must be persons of stature and ability is not to be debated." (p. 34)

Perhaps some of the most valuable and objective statements on the question of status for theological librarians are to be found in the study The Advancement of Theological Education, made by H. Richard Niebuhr, Daniel Day Williams, James M. Gustafson (New York: Harper, 1957).

Librarians sometimes are recognized as full-time faculty members, even when they have no teaching responsibilities; though there are still a good many schools where the librarian is not afforded faculty status. It appears from our study that schools ought seriously to consider making the librarians' position one of faculty status, seeking persons who understand the teaching responsibilities of the office, paying them accordingly, and enlisting them fully in the discussion and work of the teaching program. Where this is not done an important resource for criticism, guidance, and help to the faculties' teaching program is being overlooked. (p. 66)

In the section entitled "Teaching and Libraries" the Niebuhr study comments as follows:

. . . Too few discussions are held between librarians and faculties. . . . In instances in which the librarian is also a faculty member this may take place more often; but in many schools the librarian does not have faculty status.

The statements just made do not lead us to a categorical position as to faculty status for the librarian. They do emphasize two critical points: first, good communication between the librarian and those who teach and counsel the students may well be enhanced by faculty status; second, such character, ability, and training in the librarian that he or she merits the responsibility of full relation to the teaching function. (p. 130)

Helen B. Urich

PART III
PAPERS AND ADDRESSES

	Page
Professional Library Periodicals, by Decherd Turner, Jr.	67
Contemporary Luther Research, by Warren A. Quanbeck	*
The Education of Special Librarians, by David K. Berninghausen	75
Library Greetings Relayed from Korea, by Jannette E. Newhall	84
Some Thoughts on the Joint Theological School--Liberal Arts College Library, by Arthur E. Jones, Jr.	86
The Teaching of Preaching in Theological Education Today, by Carl H. Lundquist	92

*The editor regrets that this paper is not available for inclusion in this issue of the Proceedings.

PROFESSIONAL LIBRARY PERIODICALS; OR,

DIG THAT BIBLIOGRAPHIC JAZZ, DAD!

Decherd Turner, Jr.

One of the constant motifs which prods examination of library literature is the necessity of keeping up--not with the Jones's (Armstrong, or James), but rather the expression of an enlightened self-interest which wants to know how the other cats swing. Theological librarians cannot afford disaffiliation. To an extent, we have preferred to remain set apart, and have occasionally snarled an epithet at the squares paddling around in the central stream of public-university library service. But bibliographic involvement works with fine impartiality; it has us by the throat, and there's nothing we dare do about it except to get with it.

The growth of the problems of the book world, woes which have become refined in depth and difficulty, have become so universal that no library is exempt. Thus when there dawns a period of conscious, deliberate, large-scale attack upon these issues which have marked the library world of the past two or three years, our involvements become complex.

For, surely the birth of the Council on Library Resources, Inc., in 1956, opened a new era in library history. Combine with this remarkable development the projects made possible by other Foundations, and we get a situation with such creative ferment at its core, that we cannot remain librarians and refuse participation.

As a literature, library literature is still young. One must be quick to note this, or else judgment will be harsher than occasion merits. Nevertheless, because of the very fact that library literature within the past few years has come into a new era of youthful maturity, we can make judgment. Just because it is growing up, we can now say of its past performance that it was a pretty petty affair. It nourished a couple of generations of rather thin-visioned librarians, and for years had little more to offer than the single-noted song of "be sure to be professional." It was a literature nurtured on the proposition that a subject diligence was medieval. It eschewed bibliographic salvation through either works or faith, but rather took a third route--a pimply-skinned edifice of professionalism. As a result, there came into the field a host of practitioners who hated books, people, and ultimately learning--but they cherished the one thing they had--the profession.

The day of the library literature which nourished this sub-marginal defensiveness is passing. And, in all fairness, we must say the foregoing type did not represent the total picture. There were exceptions, just as there were in Noah's day.

We must hasten to register disclaimers to the above on behalf of two types of literature.

The first pertains to an area falling under the rubric of cataloging and classification. If any area has kept library literature from being completely rotten, it has been this field. At the same time, it is

not completely innocent. It has contributed its share of drivel, but its record of production is better than all the other areas put together.

The second pertains to a type of literature which might be considered, at first blush, to fall into the classification of library literature, but which is really a separate and distinct area. Its provenance, age, and depth set it apart, and even at times in opposition to library literature. We're speaking of the materials produced by the antiquarian interest and the bibliographic society. It is a strange situation, but nevertheless factual, that the publications of the bibliographic societies and the antiquarian organizations have stood separate from library literature--so much alike, and yet so clearly divorced. When the day comes that the two fields are so closely intertwined that they are no longer distinguishable, library literature will have fully matured.

Where have and do we as theological librarians stand to this? Probably we cannot dignify our posture as a stand at all. We've been too busy to be professional; too convinced that a broad subject diligence within the total limits of theological education was basic to our labors to attain the refinements basic to full participation in the bibliographic society or the antiquarian field; and we've fulfilled the role of midwife to so many volumes for the articulate of our faculties that we've contributed little of our own writing to either field. Perhaps this is the best we can make of our situation. Perhaps that is the way it should be, and the way we would have it. Perhaps a bibliographic Marxism in which the theological librarian becomes so completely integrated in the educational equation that he and all others forget that he has a classification is the goal to which we strive. By the grace of God and the sweat of brows, perhaps a few have found it.

Yet, whatever our goals, they are never completely made by us, nor are they static. Thus, when library literature begins to reflect depth involvement with the mechanics and issues of intellectual advancement, then its place in our labors becomes basic.

And, so we get with it. How? The following is one man's general program. It lays claim to nothing other than a call to testify on the part of the program chairman and the confessional reply of a bibliographic sinner.

For purposes of brief survey, let's look at four categories of library literature: 1) the annual report, 2) historic profiles, 3) news, and 4) views. Divisions three and four are certainly not mutually exclusive.

I. ANNUAL REPORT

The annual report is one of the most important pieces of printing in our day. Most of them are not read. This is a regrettable facet of the publication world, for many of these reports vitally affect our culture, even our very existence. The age of the philanthropic foundation has brought into action a host of activities designed to improve man's lot, and the reports of progress made through annual reports are our means of keeping alert to investigations and studies as they are being made.

The annual report of the philanthropic-cultural foundation is a literature unique to our age. Behind it stands a refreshing image--the image of man as a creature whose condition can be improved. While not underestimating the extent of

the problems to be faced, this class of annual report is geared to the proposition that a lot of issues can be resolved, and that this is what some organization proposes to do, or is doing, or has done about them.

As theological librarians, we're involved with a fistfull of annual reports. Clearly, however, the one report above all others deserving of our careful study is that of the Council on Library Resources, Inc. The Third Annual Report (for the period ending June 30, 1959) is now available free as long as the supply lasts from the Council's office at 1025 Connecticut Avenue, N.W., Washington, D.C. To refresh your memory, the Council was established in 1956 with a grant of five million dollars from the Ford Foundation, to be expended over a five-year period "for the purpose of aiding in the solution of the problems of libraries generally and of research libraries in particular. . ."

Consider our situation (and I quote directly from the Council's third annual report). . .

World publication has been doubling every forty-five years during the five centuries since Gutenberg and Coster labored--doubling roughly three times as fast as the growth of the world's population. In the U.S., the population doubled every twenty-five years during the 19th century, and since then it has doubled again, but during this century and a half the publication rate in this country has doubled every twenty-two years. . .

It has been estimated that the world's annual production of books is some 320,000 separate titles. To this must be added continuing publications in the form of some 33,000 newspapers and 70,000 periodicals, not to mention other vehicles of information. . .while many book papers already 500 years or more old still have an expected life of many hundreds of years, the average American non-fiction book of the first decade of this century retains only 4 per cent of the strength of a typical modern paper, and that the paper in average non-fiction publication of the 1940's has already lost 64 per cent of what may be presumed to have been its original strength. . .The Federal Government of the United States is undoubtedly the outstanding owner and operator of libraries in the world. It maintains some 125 libraries--the largest with a collection of more than thirty-three million pieces--in the District of Columbia alone; its libraries of medicine and agriculture are outstanding; it maintains six or more libraries of college-university rank, and it operates many thousands of libraries throughout the country--and indeed the world--ranging in character from small recreational collections in isolated outposts to extensive special libraries in the fine arts, nuclear physics, forest products, and other subject areas. . . .

These are a few of the problems the Council on Library Resources, Inc. is facing. And, the Council is doing something about them. The annual report carefully sets forth the grants made for special studies, research on problems and answers, and concludes with a bibliography of publications resulting from projects.

Never in the history of our bibliographic labor has such a frontal attack been made on library problems as profiled in this report. We remain

ignorant of it to our shame and peril.

Permit me to mention three other annual reports which are part of my homework:

The Henry E. Huntington Library and Art Gallery's Annual Report (the latest issued is the thirty-second, covering the period from July 1, 1958 through June 20, 1959) offers notes of visitors, gifts, services rendered, and accessions. How familiar, and comforting to us lesser folk, are these words from the latest account:

It has been a very busy year for the department [Preparations Department], and with a depleted cataloging staff it has not been possible to keep pace with our rapidly increasing accessions; the estimated average of uncatalogued materials has risen from about fifteen thousand at the end of 1957/58 to about twenty thousand now, and this total does not include the approximately six thousand books comprising Jack London's library acquired but not accessioned by June 20, 1959.

A feature of the Huntington report which is quite appropriate and pleasing is the listing of "The Publications of the Staff."

By the very nature of the Pierpont Morgan Library collections, a large slice of the Annual Report to the Fellows is of prime concern to theological librarians. The Report follows this general pattern in presentation: extensive annotations on accessions in the field of Manuscripts, early printed books, bindings, autograph letters and manuscripts, and drawings and prints. Illustrations are lavish, and the whole publication exudes the Morgan largesse.

The Annual Report of the Librarian of Congress is of prime concern to us all. Its fortunes are directly and indirectly an index to our own situation. It surveys each main division of the institution, offers fiscal reports, and lists of publications. Here we find our own problems written large, as for instance, in the 1957 Report we find these words: "If there is one fact that is constantly borne upon the minds of all who work in the Library of Congress, it is the breadth of its collections, and the unremitting law of growth that characterizes them."

Coming closer to home, I find that the few annual library reports of the institutions of our organization which are shared with me are a source of great help. I hope many more of you will put me on your mailing list. I can assure you that they will be read with great interest.

II. Historic Profiles

Perhaps you wonder what I mean by the phrase "historic profiles." I'm not being quixotic, but rather attempting to find a rubric under which we can group those statements of historic development and present service which are published irregularly by libraries whose holdings are important to theological study. Let's look at a few samples.

The Folger Library: A Decade of Growth, 1950-1960, was published by the Folger Shakespeare Library. In the few years since its establishment, The Folger Shakespeare Library has become one of the most important centers in our country of Reformation research. Let me quote from the above bulletin:

Few subjects have attracted more scholars to the Folger Library than the history of religion in the years before 1715 and the enormous impact of religion upon politics, literature, science, and almost every phase of human thought and action. For such studies the Folger Library has one of the best collections in the Western Hemisphere and is constantly adding to its resources. The Folger has no sectarian bias of any kind. Catholic historians describe its resources of recusant literature and its materials for the Counter Reformation as among the best available. Protestant historians find its Reformation documents significant and constantly increasing.

By now, the meaning of "historic profile" is clear. Highly prized in my file of these items are The Robert E. Speer Library published by Princeton Theological Seminary on the occasion of the Library's dedication, The Library of the General Theological Seminary and the Needs It Serves published by the General Theological Seminary Library, and Prof. Henry J. Cadbury's article "Religious Books at Harvard" published in the Harvard Library Bulletin in 1951.

III. News

In the realm of the news bulletin, I'm addicted to three. The first is the ATLA Newsletter, of which there is no whicher. It has been the real cement which has held our group close together, and we all stand in eternal debt to Donn Michael Farris for it.

The Information Bulletin of the Library of Congress is a must. It offers the quickest way to keep abreast of what is going on in the wide world of library labor. Particular sections of importance are "Acquisition Notes," "Notes on Publications," "News in the Library World," "Exhibits" and the frequent appendices.

Library Research in Progress (published by the Dept. of Health, Education and Welfare). . . reports current investigations of all aspects of library science. . . ." Three issues have been published to-date, listing 184 projects completed or in process. It is easy to be enthusiastic about this picture of our profession and scholarship in fond, and/or deadly embrace. The ability to get a key to work in progress is in itself a major advance. Soon it will be possible to make some serious value judgments as to the quality and importance of the type of labors allowed to pass under the rubric "library research."

IV. Views

In the field of views, permit me to cite four out of the many available items.

How can one describe two old friends without allowing the quality of friendship to burden, or even disqualify, judgment? We do not, probably could not, answer this question even if the answer itself were the reason for raising the issue. The Library Quarterly and College and Research Libraries have been to us what "The Observer" was to my Presbyterian mother, or what "The New Yorker" is to the contemporary sophisticate.

College and Research Libraries (currently in its 21st volume) provides a tight and important fistfull of information. Here we go for the annual "College and University Library Statistics," a feature which has grown through the years, although a feature whose immediate future is in doubt. We also find news of who, what, and why on the matter of the ACRL Grants. Here we usually get from one to three substantial papers per issue. Continuing features are "News from the Field," "Personnel," "Appointments," "Selected Reference Books," and for such book reviews as get in, we find refreshing depth in reviewing.

The Library Quarterly's yellow cover with its "Cover Design" has been a welcome sight for a long time. It is now in its thirtieth volume, and has served us all in remaining true to its original purpose of being an organ of expression for the constituency of the Graduate Library School of the University of Chicago. A large percentage of the work in the field of Library Science which can lay claim to being on the graduate level gets expression here. Papers developed from doctoral dissertations in the field are a frequent feature. The Library Quarterly carries papers delivered at the Annual Conference of the Graduate Library School. Universal in its bibliophilic interest, it runs the critical hands of scholarly librarianship over the whole scale of the book world. Taking an issue at random from my stack (it turns out to be the one for July, 1959), we find three major articles and twenty-four book reviews, including a long analysis of the 16th edition of the Dewey Decimal Classification.

Library Trends, a quarterly publication of the University of Illinois Graduate School of Library Science, is concerned in each issue with one particular facet of librarianship. Thus, by its very nature, some of its issues involve us from first article to last; others offer an introduction into fields hitherto known only by nodding acquaintance. Such issues as "Manuscripts and Archives," "Rare Book Libraries and Collections," "Research in Librarianship," "Current Trends in Book Publishing," "Current Trends in Bibliography" have become dear to our hearts. And, in the forthcoming issue of October, 1960, on "Theological Libraries" we will get a profile of our own involvements.

True to its title, the Bulletin of Bibliography and Magazine Notes (published by Faxon) offers bibliographies and check lists in abundance. The May-August issue for 1959 carried an item entitled "The Dead Sea Scrolls: A Selected Bibliography" containing 376 citations to items which were judged to be "available in most city and university libraries in the USA."

Bibliographies of figures of contemporary interest, especially in the fields of creative writing, are frequent, such as bibliographies on "Science Fiction, a Selected Checklist," "Franz Kafka: An American Bibliography," "Evelyn Waugh," "Graham Greene," "Richard Wright," and others. We are particularly fond of the bibliographic curiosia to be found here, such as "The Bookbinder in Fiction," by Edward F. Ellis (Sept-Dec., 1956) issue. Notes the compiler in introduction to his bibliography:

The bookbinder is an uncommon character in fiction. Over a period of several years, the compiler has been able to find less than two dozen examples. The Short Story Index, which lists 60,000 stories, includes 190 stories about physicians and only four about bookbinders. The practicing bookbinder should not develop an inferiority complex over this, but simply accept the fact that saving the life of a human is a more dramatic situation than saving the life of a book--even though the human may be a damned scoundrel, and the book a depository for the wisdom of the ages.

We have made a distinction, we feel it a realistic one, between library literature and the literature of the bibliographic society and the antiquarian interest. Yet, as a private person, my devotion is to the latter, and I take the opportunity to note three items--again we must say "out of many".

Studies in Bibliography: Papers of the Bibliographical Society of the University of Virginia demonstrate the detailed meeting of the tools of bibliography and materials. Careful check-lists and patiently traced bibliographic problems are pursued to reasoned conclusions so that the past might be recaptured with accuracy, and the setting of written expression might be known more correctly. The annual volume of Papers is supplemented by a series of Publications, with a price advantage accruing to those who hold membership in the Society. The emphasis is largely English and American belles-lettres, ranging from intricate Shakespearian folio investigation to an "Andrew Nelson Lytle Check List" (currently listed on the "Forthcoming Publication" notice).

Papers of the Bibliographical Society of America, published quarterly, offers about three scholarly papers per issue. Regular features are "Bibliographical Notes" and book reviews. In the first quarter issue of 1957, Helmut Lehmann-Haupt weighed the problems in assigning priority to which of two undated editions of the New Testament in French. The range of interest is the whole bibliographic panoply of the humanities.

The Book Collector (published by the Shenval Press, London, in four issues yearly) is one of the finest antiquarian's guides and mentors in the field today. Beautifully illustrated, its field is the total range of bibliographic devotion. Notes on auctions, bibliographical notes and queries, reviews of books in the general field of bookmaking, English literary autographs, and English bookbindings are standard features. "Contemporary Collectors" and "Some Uncollected Authors" have appeared with welcome regularity. For instance, in the current issue, the "Portrait of a Bibliophile" is devoted to William Schevez, Archbishop of St. Andrews, d. 1497; "Contemporary Collectors" is concerned with the collecting activities on Maurice Loncle; and "Some Uncollected Authors" offers an introduction and checklist to the labors of one of our time's most beloved novelists--Lawrence Durrell.

Recent issues have carried articles on the Bibliotheca Bodmeriana, The Chester Beatty Library, and Sir Thomas Phillipps and the disposal of his library. I find it hard to restrain my enthusiasm for this particular title.

We've reached the end of our time, and transgressed enough on your patience. We've placed ourselves in the uncomfortable situation of having cited some titles within the periodical field, and left many others out. We can only plead lack of time. To the devotees of the ones left out, we'll be charged with lack of judgment. C'est la vie!

We would like to register two conclusions, aside from those already articulated or implied:

1. Ours is a profession having small place for virtuosity. It has room only for responsibility. As a result, the style of writing one encounters is frequently trite, tepid, and tedious. However, there are signs that involvements of greater depth are producing a more persuasive articulation.

2. Theological librarians have not been a highly productive group. There are reasons for this, and they are all good ones.

Perhaps we should dig less, and swing more.

THE EDUCATION OF SPECIAL LIBRARIANS

David K. Berninghausen

If you have been reading a recent issue of the Library Journal you are, no doubt, aware that there is such a thing as a public image of librarians. Robert Leigh and Kathryn Sewny report that in all recent discussions of the stereotype there was agreement that the road to status and recognition of the professional librarian is in the library's alliance with the other agencies of scholarship.

Mr. Gerhart Wiebe, in the same magazine, writes that librarians have three alternatives: they can succumb to the public image, they can resist, or they can set out to modify their image. And how does Mr. Wiebe advise librarians to set about modifying how they look to others? He says that librarians might try to make themselves central or essential in rewarding the intellectual interests of many individuals. He thinks that public respect for intellectual excellence is growing, and that the indifferent or even anti-intellectual may want to dip into books and the world of ideas.

But what about the librarians' self-image? According to Helen Fiske, author of Book Selection and Censorship, the self-image of librarians is not very flattering. However, they do recognize some admirable qualities in their profession, especially respect for ideas, respect for knowledge, and intellectual freedom. The difficulty is, says Miss Fiske, that these values are considered currently unpopular in our society. The Librarian does not feel strong or secure enough to assert these values in the face of public disapproval or indifference.

Some observers of the current scene think they detect a shift in our society toward more recognition of these values. (Perhaps Adlai Stevenson is right when he says that the era in which the term "egghead" is used for ridicule is at an end.) Whether this is so or not, I suggest that librarians are intellectuals, and they should admit it. When they do so, they will be both more confident about the importance of their values and more effective in their work of collecting and disseminating ideas. To the general public, librarians are inevitably regarded as "book" people, hence intellectuals. Of course, we should be humble about the quality of our intellectual endeavors, but we cannot and should not attempt to escape the label or the responsibility that goes with it.

For all librarians who regard librarianship as an intellectual profession it is obvious that we need better prepared librarians. I was interested in a talk by sociologist Marvin Taves in 1959 when he addressed the Minnesota State Library Association. He pointed to three trends in our society, three developments that will affect libraries: 1. Our citizens have more leisure time, 2. The proportion of older people in our society is increasing, 3. Our people are better educated.

All three trends, said Dr. Taves, point to a demand for better library services. Just as citizens are now saying: "We need better schools and better prepared teachers than we had when we went to school," they will soon be saying: "We need better libraries and better prepared librarians."

I believe that all of us tend to behave in accordance with our self-

image, and it seems to me that all librarians must come to view their profession as an intellectual activity and themselves as intellectuals. For example, if a librarian considers his chief work to be stamping dates in books and handing them to patrons, typing catalog cards, or writing overdue notices, obviously he is not going to think of his work as intellectual or professional! On the other hand, if he sees his job as one of reading and knowing the literature he dispenses, of careful book selection for the needs of his patrons, of skillful diagnosis of his patrons' reference needs, of organization of library materials for effective use, of continuously increasing his familiarity with the world of scholarship, if this is his self-image he will be much more than a clerk, he will be a librarian.

Before we examine the Standards for Library Education, let us look at the parallel development of professional education in another field, social work. Professional education in this field has gone through much the same evolution as has library education. In the 1930's the decision was reached to require the B.A. degree as prerequisite to entry into the professional schools of social work. Since 1939 all accredited schools of social work are graduate schools. Library education has followed the same path, ten years later.

Dr. John Kidneigh, Director of the School of Social Work at the University of Minnesota, says:

Two major problems coming to especially prominent focus in the 1940's should be mentioned. The first of these pertains to the issue of specializations. At one time it was thought that particular schools should specialize for preparation for a particular field of practice. For example, if one wanted to prepare for work in a family service agency he should go to the New York School; if for public welfare, he should go to the Chicago School; if for medical social work he should go to Simmons College; and the like. . .

It became increasingly clear that the basic professional education for these several fields of practice was essentially similar if not identical--hence separate schools or separate curricula became increasingly untenable. . . a rather rapid process took place in social work education, eventuating in the concept of a professional curriculum which is basic and generic, with the abandonment of accrediting special fields. . .

The second major problem coming to the fore in the 1940's is associated with the decision to put professional social work education at the graduate level. . .

To those who contended that professional social work education should be undergraduate or partially so, there came a recognition that liberal education goals could be served simultaneously with professional education goals through an organized patterning of pre-professional education; and that some of their problems of student recruitment were solved or lessened by identification with graduate professional standards. On the other hand, to those who contended that professional education should be graduate, there came a closer integration with undergraduate education resulting in an involvement with liberal education producing benefit for both liberal education and professional education."¹

¹Kidneigh, John. "Professional Education in Social Work," in the Proceedings of the Institute on Undergraduate Library Education, Minneapolis, Minnesota, 1959.

This parallel between library education and social work education deserves closer attention by library educators and by librarians who wish library schools produced more librarians. In library education there is not yet an "organized patterning of pre-professional education," or a "closer integration with undergraduate education. . ." Very few undergraduate library education programs actually furnish the basic, general introduction to principles and methods common to all libraries and serve as foundations for graduate study. Since they fail to do this, they do not help to recruit for graduate schools.

There can be little question about the gain in status made by social work when it established higher standards. It seems reasonable to expect the same thing to happen in librarianship as a result of higher standards. As we change our self-image--as we view librarians as men or women who are familiar with the world of scholarship and ideas, capable, confident about the importance of the values of respect for ideas, knowledge, and intellectual freedom, we will undoubtedly find that librarians deserve and can expect a higher status--and career salaries for assistant librarians as well as the chief librarian.

We do, indeed, need better prepared librarians, and the American Library Association, through the Board of Education for Librarianship, now called the Committee on Accreditation, has established high standards for library education. These standards, while well-known to library educators, are probably not nearly so familiar to librarians as they might be. They are useful standards, and since they were developed before I became a member of the Committee on Accreditation I need not hesitate to praise them. Most of the accreditation visits of the 1950's were completed before I became a member of the Committee on Accreditation, but I have read reports on about half of the graduate library schools, and I know how affectively this committee has worked to produce better librarians through its thorough, conscientious, frank, and critical appraisal of the conditions under which library education today can be carried on.

The ALA standards for library education cover the organization and administration, financial support, faculty qualifications, status within the university, administrative and non-instructional staff, the library school library and other facilities, admission standards and procedures, and the curriculum.

With the adoption of these standards, in 1951, the ALA defined, more clearly than ever before, a pattern of organization for library education for all kinds of libraries. In discussing the education of special librarians it is essential to examine the curriculum standards as a part of the whole, if we are to understand how education for special librarians fits into the established framework.

From the 1951 ALA Standards for Accreditation

Curriculum

STANDARD

The basic program shall include (a) general education which comprises a systematic survey of the various fields of knowledge, concentration

in one or more subject fields, background courses of special value in library service and (b) study of professional principles and methods common to the several kinds of libraries and of library service. A study of specialized service in general or special libraries built on a sound foundation of general academic and professional education may occupy a place in the basic program. This program shall require a minimum of five academic years of study beyond the secondary school level.

Professional library content should constitute approximately one-fifth of the five-year program. Such content may be concentrated in the final year or distributed over the later years of the program, and should be so placed that students have necessary prerequisite preparation.

Undergraduate programs of library education shall be accepted as part of the five-year program in so far as they contribute to its objectives.

Interpretation

The five-year program shall be considered a unit. The curriculum standards concern the entire five-year period of study following secondary school education and the achievement of these standards is the responsibility of the institution as a whole and not solely that of the library school. At whatever point the school assumes direct responsibility for the student's program of study, it should evaluate his education up to that point and plan the remainder of his five-year program in terms of the objectives stated in these standards. The instructional resources of the entire institution shall be drawn upon in designing student programs. It is expected that approximately one-fifth of the student's total five-year program shall be devoted to graduate study in library science and subject fields, and that introductory courses in library science shall be scheduled as a part of the student's undergraduate program or before his admission to full graduate status.

(This is, of course, only a small part of the interpretation of the Standards used by an accrediting team in evaluating a library school's program.)

Looking at paragraph one of our Standards, please note that the five-year program requires a combination of three things: study of general education, study of professional principles and methods common to the several kinds of libraries, and a study of specialized service in general or special libraries.

Under Interpretation, the second half of paragraph one suggests that approximately one-fifth of the student's individual program shall be devoted to graduate study in library science and subject fields. This means that in planning a student's "individual program" to meet the requirements for a Master's Degree, the advisor includes graduate courses in non-library subjects related to the kind of library work for which the student is to be prepared. This has the advantage of allowing the student to study advanced courses in chemistry or music under the guidance of experts in the field, and to do this as a part of his library degree program. The student who is consciously preparing himself to be a chemistry or music librarian, is thus able to relate what he learns in these courses to his vocation. For special libraries, this emphasis upon study in related fields is one of the most important aspects of the current pattern of library education.

This feature of library education is often overlooked by special libraries, who look in the library school bulletin for courses labeled "Special Libraries." Actually it is more important to ask for and look for opportunities to plan individual programs which prepare special librarians than it is to demand courses with such a label. (This term course, as used here, means a formally organized series of class meetings of students, under the guidance of an instructor, for study of a subject, and for which credit toward graduation is given. Sometimes the two terms program and course are confused.)

A majority of library schools today either require or permit graduate study in fields related to the kind of library work the student wishes to do. At Minnesota, for example, 18 of 45 graduate quarter credits must be in non-library courses. Each student's individual program, then, includes courses which prepare him for a variety of library assignments, (especially important if he moves out of the field for which he prepares) and he also takes courses which prepare him for a particular kind of library work. For example, if a student at Minnesota wants to prepare for public library work in a Spanish-speaking community or country, he would plan a program which includes:

- I. The five basic, general courses (undergraduate at Minnesota):¹ Reference, Cataloging, Selection, Administration, History of Libraries. (None of these courses would give special attention to Spanish libraries, culture, or literature, but would emphasize principles and methods common to all types of libraries.)
- II. Twenty-seven quarter credits in graduate library courses (Specific courses chosen by the student, with the help of an advisor who knows the student's ultimate goal and plans the whole program to prepare him for a specific professional assignment.) For example, this program might include the following courses:
 - 154 The Public Library (possibly with a paper on libraries in Peru.)
 - 173 Reading Guidance for Adults (with special attention to Spanish lit.)
 - 160 Literature of the Social Sciences (with paper on Spanish social science)
 - 161 Literature of the humanities (special attention to Spanish literature)
 - 168 Research Methods in Librarianship
 - 175 Publishers and Publishing (paper on Spanish language publishers)
 - 131 Public Library Extension and Development
 - 184 Advanced Cataloging
- III. Eighteen quarter credits in graduate courses related to librarianship are required by the Graduate School of the University of Minnesota.

¹Some library schools offer this basic, introductory study at the graduate level.

This student's program might include:
 9 credits in Latin American history
 9 credits in Spanish literature

This illustration of a program for a Spanish specialist shows how library schools, working within the framework of ALA Standards, are able to provide individual programs designed to prepare various kinds of special librarians. The number of such specialities is limited only by the size of the university's graduate school and the number of fields in which graduate study is offered. This aspect of modern library education is feasible, for it does not require fifty-seven varieties of specialists in the library school faculty. Instead, under the ALA Standards, it utilizes the special resources or the entire university, particularly the special knowledge of graduate professors in non-library fields.

In your own field, the theology library, of course you know that the Graduate Library School at Chicago has recently announced a new special program for theological librarians. To me this makes good sense, for graduate instruction at the doctoral level is offered at Chicago in both theology and in librarianship. According to the Chicago announcement, these faculties will offer a carefully planned program designed to prepare bibliographically and theologically qualified personnel for positions of leadership in the libraries of theological seminaries, denominational college libraries, and the religion departments of university and public libraries.

However, at any other university which offers graduate study in religion and philosophy a similar program can be designed for theological librarians. At Minnesota we are not going to seek especially to prepare theological librarians. If a student comes to us inquiring about preparation for theological librarianship, I will certainly tell him that Chicago has a special program for this purpose, and especially that they also have some Eli Lilly Scholarships. However, if his wife has a job in the Minneapolis public schools, or if his family home is in Minneapolis and he feels he must go to library school in Minneapolis, we can do rather well for him in program planning. With the help of Dr. Henry Allen, Religious Coordinator of the University of Minnesota, I have designed the following model program:

I. Five basic library courses at the undergraduate level: Reference, Cataloging, Selection, Administration, and the History of Libraries. (These are general courses and would include no special attention to theological librarianship.)

II. Nine graduate courses (27 quarter credits) in librarianship. For example:

168 Research Methods in Librarianship
 160 Literature of the Social Sciences
 161 Literature of the Humanities
 165 Advanced Bibliography
 153 History of Books and Printing
 155 College and University Libraries
 156 Special Libraries
 184 Advanced Cataloging
 281 Theories of Bibliographical Organization

In all but 184, the cataloging course, special attention to problems of theological libraries would be included, and perhaps special problems of cataloging and classification in theology could be included in 281.

III. Six graduate courses (18 quarter credits) in non-library related fields:

For example:

- 180 History of Religion
- 181 Psychology of Religion
- 182 Philosophy of Religion

(And three more courses from the following choices:

- Sociology 123 Intergroup Relations
- Sociology 142 Religion as a Social Institution
- Anthropology 125 Peoples and Culture of India
- Anthropology 126 Peoples and Cultures of Southeast Asia and Indonesia
- Anthropology 127 Islamic Culture Sphere
- Art 106, 107, 108 Medieval Art
- Music 110 Music Bibliography

I have listed in some detail the programs for a theology librarian and a Spanish library specialist. Obviously these are only samples of a very wide variety of special library study programs that can be designed at a large university.

Before I end these comments, I want to mention two rather common, and in my view, unfortunate questions sometimes raised about special librarianship. One is: Should a special librarian have subject knowledge in his special fields, or should he have a library degree? Obviously, he should have both, and such a question should not be discussed in terms of "either. . .or!" I have been trying to clarify the point that under the ALA Standards of Education for Accreditation, any special librarian's preparation can be designed to include both. Perhaps I should also mention the fact, again rather obvious, that a science librarian is not ready to take the chemistry graduate courses as part of his library degree unless he has a good background of study in this field. In many of the social science and humanities fields however, this is not so likely to be so. Many graduate courses in these fields are open to library students who have had little or no undergraduate study as prerequisites.

Another question that special librarians often ask of library schools is: What courses do you offer in special libraries? The implication is that if a school has no course labeled special it is ignoring the preparation of special librarians. If one examines library school bulletins, searching for courses in journalism libraries, music libraries, business libraries, etc., he may be disappointed. Minnesota, for example, used to advertise a special program for hospital librarians. We still prepare hospital librarians, but like all our other special library programs, a hospital librarian's list of courses will be individually designed for the student who expresses an interest in this type of library work.

At Minnesota we also offer one course with the title: "Special Libraries." This course considers special librarianship as a group of

library activities, visits are made to special libraries in the Twin Cities, and it provides an opportunity for each student who takes the course to concentrate upon one type of special library in which he is interested. However, if we were to eliminate this course we would still be able to build an appropriate educational program for a hospital librarian, a music librarian, etc., within the framework of the ALA Standards and the organization of our Graduate School.

The suggestion that one library school should offer a special library education for music librarians, another school a special library program for business librarians, etc. is often made. While I think it is always desirable to think through the design of ideal programs of this kind, I do not think it is realistic to expect all the potential hospital librarians in North America to come to Minnesota. There are probably more reasons why it will not happen than there are reasons for it to happen. And I think that with the current pattern of organization of library education it is not necessary for it to happen. Other library schools can provide good preparation for hospital librarianship.

In closing, let me suggest that one of the things lacking in the recruiting and education of librarians is guidance and encouragement at the third and fourth years of college. Students do not have adequate opportunities to find out about the variety of library positions for which they might prepare. The library schools could do better planning of a special librarian's program if they could advise on it for two or three years instead of one.

Some of the special library associations ought to create some two-year scholarships, offering \$3,000 or \$4,000 to a college senior who wants to become a medical librarian or an art librarian, or whatever. Probably some provision for insuring entry into the medical or art library field would need to be included in such a scholarship plan.

Another possibility for recruiting not fully realized by special library groups is the work-study plan available at several library schools. At Minnesota it is called the Graduate Library Assistantship, and a student who completes the five basic, general, introductory courses with good performance may apply for a GLA at the University, at the Minneapolis Public Library, at a school library, and eventually, I hope at the Veterans Administration Hospital in Minneapolis. Maybe a theology library will want to cooperate in this too. Under this plan, a student works 20 hours per week in the cooperating library and takes 6 or 9 quarter credits of graduate study each quarter. The salaries offered in 1960 are approximately \$2,000 for 12 months, or \$2500 for the 15 months it usually takes a student to complete requirements for the M. A.

Finally, if theology librarians, or any other special librarians are to strengthen their fields, I think they must also ask themselves whether their special library fields offer career opportunities sufficient to justify intensive specialization. How many positions paying a potential salary of over \$8,000 (at 1960 living costs) does your field provide? Can anyone really expect professional people to prepare for a career as a special librarian, and stay in the field, without at least this potential?

In summary, I emphasize that the education of librarians has gained much from the 1951 ALA standards. The pattern of organization of library education defined by these standards assures the profession of librarians with a general education, instruction in the principles and methods common to all libraries, library specialization, and graduate study in related fields. This pattern provides

an effective educational program for special librarianship, which like all librarianship, is an intellectual vocation. As I said earlier, we should proudly admit that this is so, for our self-image will largely determine our success, and this will determine what our public image is to be.

LIBRARY GREETINGS RELAYED FROM KOREA; OR,KOREAN PROBLEMS AND OPPORTUNITIES

Jannette E. Newhall

Around the world, libraries have a common quality. Other parts of Oriental civilization may seem strange, but not the libraries. They share the problems that we recognize: -the crowded shelves, the need for more reading space, the dog-eared cards in the catalog, the backlog of uncataloged materials, the need for more money for new books and for trained assistants. But there is nothing surprising in this.

What did surprise me was the similarity of the classification systems. The Nippos decimal system and a Korean decimal modification had so much in common with Dewey that it was easy to find one's way around in many libraries.

My contacts were very largely with universities and seminaries. The public library as such is a relatively new and weak institution in Korea, and I judge the same is true in Japan and elsewhere. Bookstores abound, filled with paperbacks and with second-hand Western books (not "Westerns!"). In Korea the so-called public libraries are very largely study halls for school children. Few books are available for consultation, much less for loan. Every seat is taken but an amazing quiet reigns.

The Korean colleges around Seoul have some magnificent book collections. Chinese classics, of course, give some rare and beautiful treasures. The ancient Korean Court Library, with the annals of all the emperors, is a part of the collection of Seoul National University. In it I saw examples of printing from moveable type prior to the date of Gutenberg. A single Chinese character printed upside down in the middle of a page is practical proof. At Korea University there is the best collection of modern German literature that I have seen outside Germany. It was built up during the Japanese occupation when Germany was an ally.

But our main interest is in the seminaries and their problems. The chief Protestant denominations are Presbyterian and Methodist. The Presbyterians are radically divided and have separate seminaries in Seoul for the two groups. I visited the Hankuk Theological Seminary where two former students were teaching. It has a beautiful new campus out in the country, and the beginnings of a library. But its book collection has been destroyed three times by invasion and by fire. Now, in a new building, with relatively fireproof construction, it should be able to begin solid building of a collection. I did not visit the other Presbyterian seminary, but it is much older and probably stronger. The Oriental Missionary Society has a small seminary with a collection of perhaps a thousand volumes. It is adding a few young instructors with Western education and will doubtless grow. The Divinity School of Yonsei University, under Dean Kim, has a fine faculty and an eager student body. Its library service is given through the University library, one of the most progressive in Korea, in part because of the establishment of a library school there under the sponsorship of the Peabody Library School. The Methodist Theological Seminary in Seoul was making great efforts to get its collection catalogued while I was there, with the assistance of a young graduate of the Yonsei Library School. But this winter its library and classroom building was burned to the ground. I have not yet been able to learn whether the catalog was saved. Some of the books were.

There are other small seminaries and training schools, but these will give an indication of the problems that are being faced in Korea. Where can we in America make a contribution?

A first obvious one is the building of book and periodical collections. If our libraries are on short budgets, they are wealthy beside most in the Orient. Literature is needed, both for faculty and for students. In spite of valiant work, there is relatively little literature in Oriental languages for the study of Christianity. The need must be met by Western books. In Korea, I found most students at the college level could read English with relative ease and understanding. French and German was also familiar to many. But the price of Western books is almost prohibitive. Faculty and students in the United States could contribute much by establishing a relation with a seminary and sending such things as new journals after they have been read, and books that are no longer actively needed in a personal library. Seminaries might also consider ways of sending duplicate gifts which they do not need. Some mission boards will undertake actual shipment and the Smithsonian Institute has helped through its International Exchange Service.

A second, but no less important need, is for fellowship and assistance at the professional level. Schools of library science are just getting started in Korea. The few teachers have had Western training. At Yonsei and at Ewha Woman's University, where I taught, the library courses are overflowing. But the communities as a whole have very little understanding of library goals and the first graduates will be true pioneers. Even the Universities need much help in interpreting the function of libraries to faculty and students. For instance, last year only one university in Seoul allowed students to borrow books freely for home use. Other schools were trying home loans with restricted classes of students. But faculties and library committees still thought that students could not be trusted and that their class notes were enough for them to read anyway!

I would recommend to all the spending of a sabbatical in the Orient and the attempt to encourage and work with our colleagues on these frontiers. But if we cannot travel, we can find ways of helping Oriental students who come to us--talking with them about educational goals both here and there, and perhaps sending back some prospective faculty members who will be champions of the library service to all citizens in the coming decades.

SOME THOUGHTS ON THE JOINT THEOLOGICAL
SCHOOL--LIBERAL ARTS COLLEGE LIBRARY

Arthur E. Jones, Jr.

From the rather peculiar vantage point of a library that College and Re-search Libraries has strangely bracketed with Columbia and Cornell for statistical purposes, I have frequently been struck by the discrepancies between the situation in which I find myself and what would seem to be the general image, if we can borrow the word from the popular jargon of the day, of the theological library. While I have to deal with both undergraduates and professional or graduate students, with both theologians and physicists, with such publications as Chem Abstracts, PMLA, and the Economist as well as New Testament Abstracts, Qumran Review, and Theologische Literaturzeitung, most of our 'ATLA' thinking postulates a different kind of situation. Somehow the theological school library becomes, under these circumstances, an abstraction. It is one of those arbitrary entities like literary style apart from content or a philosophical idea apart from the social and environmental conditions of its propounders or a football team's passing attack apart from its ground game. In other words, "theological school library", as a term, represents a sort of ideal, abstracted from a real situation for the purposes of analysis, discussion, and, amusing as it may seem, ease of problem solving.

All this is merely a rather fanciful explanation of why I have come to be particularly aware of some of the ramifications of the problems which involve the theological library's relationship to its educational institution. But the point is that I am not, in this, unique. A number of our membership are in the same position of having a single library to serve both theological seminary and liberal arts college educational programs. Others are in the middle of debates as to whether the separation of libraries or the joining of them is educationally and administratively preferable.

I seek to use this paper merely to sum up some arguments and to share some thoughts and experiences on the subject of the joint liberal arts college-theological school library which it seems to me may be worth airing. No one, I hope, is expecting me to say that either the joint library or the separate theological library is inherently superior under all circumstances. No one would or should make that kind of claim. On the other hand, to go back to that image of the theological school which I mentioned earlier, I would not be adverse to redressing some of the balance. The U. S. Department of Education's definition of a theological school as an institution, not affiliated with a university, giving training in theology leading to a B. D. degree may symbolize a kind of bias, or at least prejudicial predetermination, that could stand some correction. Some of the same attitude appears in the AATS and even in its Standards for Theological Libraries. There, and in a good many places, it appears assumed that the theological school library is a separate institution serving a separate institution and that this is the situation as it is and, by rights, ought to be. In actuality, many of us are in a somewhat different country, and I, for one, am not at all convinced that the difference is wholly disadvantageous. At any rate, there needs some exploration of divergences from the usual image and perhaps more awareness of their implications for our ever-present problems.

At first glance, the problem of the desirability of the separateness of the theological library from other libraries would seem to be tied to the desirability of separateness of the theological school itself. Clearly there are

both advantages and disadvantages to the theological school's affiliation with a liberal arts college or a university. The advantages include the possibility afforded for direct contact with the so-called secular fields of knowledge represented by other disciplines. If the theologian is to speak intelligently and intelligibly in this modern world, he must be acquainted with the presuppositions, the evidence, and the conclusions of those who think in the areas of physics and psychology, of philosophy and sociology. The intellectual dialogue between the Church and the world may find one of its most direct expressions in the conversations between members of the theological school and representatives of the full range of subjects taught in colleges and universities. In any event, if the Church is to communicate and to provide moral and spiritual leadership, there must be understanding and engagement, and affiliation may be a means to these ends. In addition to what may be called the theoretical advantages of seminary affiliation, there are such practical advantages as the sharing of cultural and educational programs and the financial benefits from larger operations.

On the other hand, the dangers which may attend affiliation are no less real. The theological school may be dwarfed by the growth of other components. An administration may emerge which either does not understand or is not in sympathy with the nature and goal of theological education. And there are sufficient numbers of seminaries which have had to withdraw from universities in order to maintain their own integrity to underscore both the danger itself and the difficulty of establishing satisfactory structural means of avoiding it. Another peril to the theological school, at least one sometimes mentioned, is the possible effect of lower academic standards in the school with which it is associated. Generally speaking, however, the reverse situation is just as likely. The facts seem to indicate fairly clearly, for instance, that educational qualifications for theological schools do not compare very favorably with those for graduate schools of comparable standing. At least this last argument seems one with little real relevance.

So far as the separation of the theological school itself as an institution is concerned, the trend of recent years has been toward its increase. We have the rather curious situation in which weight of accreditation standards, the emphasis on special professional preparation, and some unfortunate past experience with secularized administrations have tended toward the separation of theological schools from colleges and universities and have encouraged separate libraries. One is tempted to remark that theology, which was once regarded as the queen of the sciences and the handmaiden of knowledge, has sometimes been packed off to a nunnery.

At the same time that the general movement has been toward separation, the seminary curriculum has been broadened; subjects previously compartmentalized as non-theological have been found to bear close relationship to theological training, and theological education has increasingly aimed at ministries other than the pastoral pulpit and widened as it has done so. The recently established honors program at Perkins School of Theology might be cited in this latter connection. That much of the regular B. D. program is not integrally related to training for theological librarianship seems indicated by the Chicago program. Teaching, religious education, chaplaincies, even theological librarianship, are increasingly recognized as legitimate ends of theological education and as requiring new means or emphases.

On the whole, there seem to be cogent reasons to support the separateness and distinctiveness of theological education, although there may be advantages to affiliation. The presupposition of a vocation, the essential individual commitment to Christ, and the school's peculiar relation to the Church make for an educational institution with unique characteristics, but supposing we grant the peculiar separateness of the theological school or seminary, even where it is a member of a university or affiliated with a liberal arts college, there seems no necessary reason that its library need be separate, provided that adequate safeguards can be established and maintained to insure continuing support for the theological collection and services. But of course, this is the main problem. At least, however, we need to recognize that so far as materials needed for theological study and research are concerned, there is far less reason for separation of a theological library from a liberal arts or university library than there is for the separation of libraries of medicine and law, where the subject matter is far more rigidly compartmentalized, and that there is really no more reason to build a separate library and maintain separate facilities for theological studies than for graduate or professional study of literature, history, or political science.

If neither the nature of theological study nor the materials upon which theological study is based demand separate library facilities, the case for the joint library is made much stronger by consideration of finances, the convenience of the theological student and faculty, and efficiency in the library's technical services. Financially it is axiomatic that you get more for your money in larger packages. Up to the point where Parkinson's Law takes effect, joint operation is cheaper and more efficient. At least where the staff is larger, it is possible to make adjustments to enable professional staff to confine themselves more to professional tasks. Where the collection is larger and more varied it is a distinct aid to convenience to have materials readily at hand, rather than across the quadrangle, somewhere in the same city, or available at a regional center.

Jules Moreau, in discussing serials programs for theological libraries in a paper presented to this group last year in Toronto, underlined the problems created by the multiplication of serials and the increasing fragmentation of special fields to the point where almost no theological library can afford to acquire all of the materials which its users would like to have available. His solution is a degree of completeness in indexes and bibliographies, an emphasis upon the abstracting and summarizing publications, and cooperative accessions where this is geographically possible. With this there can be no quarrelling; it is sound and applies eventually in any library's situation, but surely we know also that our service is better, our patrons happier if we can produce material from our own shelves rather than go through the processes of acquiring it from some other place. And the point is that we have a better chance of producing it and thereby helping to spark that extra research, that trip up an alley of investigation, if our collection is larger and more varied than the budgetary limitations and more strictly defined subject limitations of the theological collection permit.

Moreau also said something in the same ATLA paper that was so well said and has such pertinence to connections between the liberal arts library facilities and those of the theological school that it deserves repetition here. As he put it,

. . . a theological school is an academic institution. Theology is, therefore . . . an academic discipline upon which it is incumbent that it listen

to other disciplines and ask them questions. Further it is demanded of theology that it observe the best of academic methods in order to maintain its own integrity among the family of academic disciplines. It follows naturally that theological education is a process of engaging students in that responsible dialogue wherein disciplines admonish, supplement, and even support one another. In such an atmosphere and on such grounds, the total enterprise of theological study is committed to nothing less than the same goal as the liberal educator but for reasons which ought to be infinitely clearer to the theological educator.

And, while the subject is still the theoretical advantages of the joint library, Ruth Eisenhart's report on the potential of cooperative cataloging in the same issue of the Proceedings ought to stir us to further thought. She called attention to the number of theological school libraries which do not have what other libraries would regard as essential bibliographic aids to cataloging: the National Union Catalog, the British National Bibliography, perhaps even the new Book Publishing Record, and then there are the Library of Congress-Books Subjects, the Library of Congress Catalog of Printed Cards, and the British Museum Catalog, to stick to English language tools. How much would the joint library situation make additional bibliographies of this sort available? If it is a question of funds, I estimate that the presence of the college library at Drew is worth at least \$4,000 a year to the book budget of the theological school or that about one-fifth of the college budget for books, periodicals, and binding goes for the purchase of materials important to the library of the theological school. And, of course, something like the same figures pertain in the reverse situation. General encyclopedias; daily newspapers; standard editions of historical and literary figures, like Abbott's edition of Cromwell or the recent editions of Donne or Dryden; general periodicals, from the weekly news magazines to the American Scholar and Yale Review; even, if we follow the lead of Stanley Hopper and Tom Driver, much contemporary fiction, poetry and drama; all these and much more are needs common to both the theological school library and the liberal arts college library if each is to perform its proper function. To separate the libraries and then to try to bring them back together again by means of involved union catalogs or some of the ventures that run under the rubric of "cooperative" seems a kind of perverse procedure.

But we have been talking in terms of theory, and in theory it would be difficult to argue that the advantages are not with the joint library. Practically, however, there are serious problems all along the line that demand intelligent anticipation and built-in safeguards or else the theoretical advantages are overwhelmed in practical disadvantages.

If the theological library is to serve theological education effectively within the framework of the joint library system, there must be some degree of separateness, even beyond, I would say, the separateness which pertains in those libraries which have embraced the subject division arrangement, although these libraries, admittedly mostly public libraries, may supply a kind of example and rationale. First, there needs to be separate budgeting for books, periodicals, and microfilm materials. Second, there should be, ideally, separate and distinct divisions in some staff areas of responsibility. And last, in this minimal degree of separation, there ought to be some physical facilities within the library building given over primarily to theological studies. Without these, the service of the theological library to the theological school is seriously threatened by developments which we have

already glanced at, and it would be impossible to apply very usefully any kind of standards for the evaluation of library functioning.

I should insist upon separate book budgeting as essential, even though it may mean an arbitrary assignment of some periodical subscriptions and reference purchases. Separate budgeting should not, I think, be necessary for binding or such library expenses as cataloging and circulation supplies, mimeographing, postage, telephone, and equipment. In these instances, as with staff salaries generally, it is probably enough if a fair and proportionate share of the expense is assigned to the theological school. No one has yet worked out a formula, however, for this assignment. The main thing is to avoid usurpation of funds and to assure to faculty and students in theological studies a continued financial base for support of the theological curriculum and basic research.

Whether the head librarian in the joint theological school-liberal arts college should have theological training is a moot point. This much is certain; there must be special knowledge and competence in the overall responsibility for the theological collection. And if the administrative head of the joint library is not theologically trained, the collection needs the supervision of a professional member of the library staff who is so trained. General surveillance by a faculty committee of the theological school is not enough, although such a committee must be strongly recommended. A special theological school library committee which also forms a portion of the general library committee offers the greatest potential assistance. It should go without saying also that theological training is important almost equally in reference work with theological students as in supervision of the acquisition program. It is less essential, although at times most helpful, if some members of the cataloging staff have some theological training.

Obviously what must be guarded against is the danger that the theological school's library, services as well as collection, will be so overshadowed, diminished, or absorbed that its support of the theological school and its curriculum is impaired. The danger, particularly now, is that expanding enrollments in the colleges, not matched by seminary enrollment growth, and the greater attractiveness or profit from undergraduate tuitions, will choke the growth of the theological school library's educational service and seriously impede advancement. It remains easier to get competent library trained personnel than competent library trained personnel with theological training. And the doctrine of the greatest good for the greatest number, although utilitarian, may well pose serious problems.

For these reasons, it is well to add a third general requirement for the theological library in the joint library system. There should be adequate provision for a specialized reference collection housed with seating arrangements somewhat higher than the 30 per cent of the student body that is most usually recommended for general undergraduate libraries. Drew solves this problem with a theological school reading room housing both special reference collection and course reserves and by having this reading room adjacent to the 200 stack level. Something of this sort of physical arrangement seems inescapable.

Adding up this collection of observations, theories, and judgments about the joint library, I can only repeat that there are strong reasons why the library of a liberal arts college and an affiliated theological school ought to be housed together. (There are even strong reasons for the affiliation in the first place). These we need to recognize and take into account. At the same time much more thought needs to be given to the means whereby the ends that we project for

theological libraries generally may be safeguarded within the institutions that have joint libraries. Whatever the agency by which they have been joined, I am willing to say let no man put asunder. But we may well need additional exploration of the special demands which this type library makes and some special standards and criteria to help assure its effectiveness and take advantage of its assets. We ought not to leave a vacuum to be filled by mere expediency.

THE TEACHING OF PREACHING IN THEOLOGICAL EDUCATION TODAY

Carl H. Lundquist

Coming to pinch-hit for Dr. Paul Homer is like the experience of the man who walked into an auditorium where he was a substitute speaker. As he entered the room he noticed that a large piece of cardboard replaced a window pane which had been knocked out. He began his speech by saying: "I am here to serve as a substitute tonight much like that piece of cardboard in the window." After the speech was over, someone came to him and said, "You are not like the cardboard at all, you are a real pane." I hope that won't be true this evening because I am very happy to have the opportunity to share this closing session of the conference with you friends in the Library Association.

During the course of the last school year and the first part of this year I visited thirty-three theological seminaries in all the sections of the United States. I spent a good many hours in the libraries of these schools and became acquainted with many of the people here tonight. I learned to appreciate the work of librarians in a personal way--being at the receiving end of their services. No other group of individuals with whom I have been associated has demonstrated greater helpfulness and willingness to go out of its way to make information and help available than the librarians whom I met during 10,000 miles of traveling. I was conscious again of the significance of the library staff in the instructional program of an institution. When one looks at the whole program in perspective, the distinction between the teaching faculty and other staff members diminishes. Whether professor or librarian or president--all must be an inherent part of the instructional program of an institution.

I am glad tonight to report on my visit to your schools. I attempted to study what is going on in the teaching of preaching in theological education today. This is a day when people in America are ready to listen to preaching more than ever before in our history. I have an uneasy feeling, however, that this may not be due as much to the quality of preaching taking place in our pulpits as to deeply felt inner pressures within the people in the pews. It is my deep hope, however, that we can lift the levels of preaching in our land. One way is by learning from each other.

During the course of this study I visited the fifteen Baptist seminaries of the United States associated with the American Association of Theological Schools and then eighteen other schools known for their progressive work in the teaching of preaching. These latter schools constituted a frame of reference from which to view what we Baptists are doing. These schools represented twenty-six per cent of all the member institutions of the American Association of Theological Schools.

Tonight I would like to report on only one aspect of this study. Two years ago when the American Association of Theological Schools met in Boston it faced a serious dilemma in theological education today. It wrestled in research papers and workshop sessions with the fact that every student going to seminary today has two great pressures impinging upon him. One is the need to learn more in connection with his professional calling; the other is the fixed or shrinking amount of time that he can devote to learning more in our day. In the course of this study I was concerned to see what has happened as a result of these competing pressures at the point of homiletics and speech education in the curriculum. On the whole I was inspired by the creative and imaginative ways our teachers are

finding to circumvent the strictures upon students and faculties, I looked through the eyes of field work directors, librarians and deans, and raised far more questions than I was able to find answers for. But this is common to anyone in the teaching profession. A while ago I read about a professor whose student fell asleep in the midst of his very stimulating lecture. Looking at the fellow he called him by name and propounded the toughest question he could think of at the moment. The student blinked his eyes in attempting to wake up. He didn't know what the question was, much less the answer. Stalling for time he said, "Well, teacher, er, ah, what do you think?" And the teacher replied sternly, "I do not think--I know!" The young man smiled and said, "I do not think I know either, teacher!" Similarly I suspect I do not know all the answers to questions I have raised myself during this survey.

We live in a day of great ferment in theological education. A hard-worked committee on every campus today is the faculty committee on curriculum revision. It is trying to find ways around the pressures created by expanding curricula in theological education today. What causes this? All of us know fairly well. The fund of knowledge, as measured by published research, is doubling every ten to twenty years. This is continuing at an accelerating rate. Another problem--the limitations of students as they come into our seminaries--causes extra courses to be added. Every seminary I visited had some courses for remedial purposes. The demands of specialized ministries also makes inroads into the curriculum. As a result, we see fragmentation of the curriculum and multiplication of courses in almost every area of seminary education. The tendency to proliferate courses in the area of homiletics and speech is as great there, if not greater than in others. As I reviewed catalogues of the thirty-three seminaries I learned that cumulatively there were twenty-seven different subdivisions in the Practical Division alone, two of these being Homiletics and Speech. But in these two areas out of the twenty-seven, one seminary offered no less than forty-eight different courses in Homiletics and Speech! All of these were open to any B.D. student of that particular institution. When I went through the catalogues for the last decade and observed the changes in this branch of the curriculum I discovered that no less than 108 identifiably different courses in the field of Homiletics and Speech were offered at one time or another in the thirty-three institutions!

My concern tonight is to indicate ways in which schools were trying to check this cancerous situation. I will restrict myself to the one area of Homiletics. I was heartened by the creative and imaginative experimentation going on generally. What is happening, however, is taking place quietly. Homiletics teachers themselves hardly know what the homiletics teachers on other campuses are doing. Not every school, of course, is as alert as others. But many ingenious ways have been found to circumvent the dual pressure of more material to be mastered and less credit to be offered for the work done. Among them I found the following very significant:

1. Private coaching. Many teachers were extending the classroom beyond the three or four hours they have students in class. They viewed themselves as coaches as well as teachers of an academic discipline. Preliminary interviews were arranged with students to discuss the work to be done before they go to a practice preaching class. After the sermon had been preached the students had a post-preaching session with the teacher. Post-preaching interviews, which took place on more than half the campuses I visited, consumed a half an hour to an hour of a teacher's time. This approach to teaching called for a greater investment of time and dedication of teachers than

normally would be true. Many were willing to give uncounted hours in working with their students. Often these post-preaching interviews were conducted by using a tape recording made during the student preaching period in the class. Sometimes the teacher and student viewed together a film which had been made of his classroom performance. At least three seminaries now make sound motion pictures of the students in practice preaching situations. But to see oneself in a preaching situation was a very shocking experience to the student. At Iliff, Dr. Stewart said that no less than three students volunteered to quit studying for the ministry after they had seen themselves on film. Dr. Kirkpatrick at Union, Virginia, concluded that a student needed to see himself three times before he was emotionally ready to discuss objectively his work with his teacher. But this is what was being done. Teachers were taking time without credit to sit down quietly with students in individual coaching sessions. This means also that the student was involved in many hours of work for which no course credit is given.

2. Remedial speech work. Another way the classroom was being extended was in the provision of remedial speech work. Again there was no credit and no formal course work. Students were enrolled on the basis of referral or placement examinations when they entered the seminary. Actual speech proficiency was sought in many schools rather than simply amassing course credits in college speech. Speech impediments or problems in his delivery were dealt with apart from the classes in homiletics. Some of the most imaginative jobs in this area seemed to be done at Princeton, McCormick and Bethany Biblical theological seminaries.

3. Group therapy. At Bethany Biblical Seminary in Chicago an unusually challenging program of group therapy had been developed to a high level. Special effort was made to develop a strong sense of rapport among the students. The homiletics program was begun at the beginning of the year with a communion service. Students emphasized their oneness in Christ and were encouraged to help one another become effective preachers. Student criticism was given in a mutual spirit of helpfulness and humility. Two sermons were delivered at each session in the chapel. This was followed by informal coffee around a table in another room and guided discussion with one another about the preaching they heard in the chapel upstairs. Student criticism and evaluation was friendly, frank and incisive. Often this approach involved a great deal of time outside of the classroom.

4. Lectureships on preaching. Other lectureships on preaching have been established to supplement the historic Lyman Beecher Lectures on Preaching at Yale. Seabury-Western developed the George Craig Stewart Memorial Lectureship on Preaching in alternate years. These significant lectures have been published in book form: Communication through Preaching by Coffin; Recovery of Theology in Preaching by Wedel; Go Tell the People by Ferris; and The Excellency of the Word by Nes. Concordia in St. Louis has begun a similar lectureship. While not quite as distinctive as the Stewart Lectures, it also has inherent possibilities to augment classroom work in homiletics.

5. Additional practice opportunities. At another level, teachers have found ways to give students more preaching practice. This has been one of our great needs. There have been and are some seminaries where a student can complete his theological education without having once preached a sermon. Even one of the much publicized newer approaches to teaching homiletics involved a class so large that half the students went through this course without ever

preaching once! Teachers have sought various ways to overcome this deficiency. In one institution I discovered that the teacher divided his class into four smaller groups and these groups met regularly to preach to each other. Occasionally during the year all of the groups met with the teacher so that each student had opportunity to preach before the larger group. As a result they did not have to wait and preach only once in a great while. Each had several opportunities to preach and to criticize. Recordings were also made of these preaching sessions so that teachers in the department could evaluate the students' efforts in the group sessions in addition to hearing them in the larger class meetings.

6. Field work preaching. While some attempt has been made to tie field work experience in preaching into the classroom program, this has not been accomplished too effectively. The basic problem is one of integration. Field work largely was carried on wholly apart from the classroom, and there were many reasons for this. One institution, Eastern Baptist Theological Seminary, has developed a program in which every member of its middler class was assigned to preach one sermon in a live church situation on a Sunday morning. A teacher in some other discipline of the seminary went along that morning to listen to the sermon and bring back a report to the teacher in homiletics. The sermon also was recorded. In his senior year the student was assigned to another church and preached while the homiletics teacher observed the situation.

7. Informal methodology. Another method developed by some schools made possible student exposure to great preaching outside of the classroom. McCormick Theological Seminary had what it called a "listening post" on the campus. Announcements were made that at a given hour a preacher such as Harry Emerson Fosdick would be heard via a recording on the campus. Students were invited to come with their wives and listen to the preacher on tape. This was followed by a discussion period with the teacher. No credit was given, and this was not a formal course. They came to hear and talk about preaching in the light of the sermon delivered. Another seminary was developing a preaching club to which it plans to invite pastors for regular discussions about homiletics with interested students.

Andover-Newton Seminary had placed its Susan B. Russell tape library of sermons in a separate room available to students on a browsing basis. About 250 tapes of sermons of famous preachers have been brought together here. Students were encouraged to find tapes of sermons they would like to hear and preachers they would like to listen to. Then at their own convenience they could sit down in the listening room and relate what they heard to theory proposed in the classroom.

Garrett Biblical Institute through its "preacher of the quarter" program brought to its campus famous preachers across America. The preacher delivered two or three sermons he would normally preach to a Sunday morning congregation. Outstanding preachers such as Buttrick, Sockman, Fosdick and others have participated in this program, met informally with the students and were available for personal interviews to discuss preaching techniques. Similarly a teacher located in a metropolitan area told of a plan whereby students who were available on a Sunday morning were invited to a church pastored by a particularly effective preacher to listen to him preach and then were given opportunity to discuss the sermon informally with the preacher at the dinner hour.

8. Broadcast sermons. One other way in which teachers have gotten around the limitations of the classroom by placing an emphasis upon effective preaching apart from courses and credits existed at Union Theological Seminary in Virginia. Here an FM station was operated every evening in which students in homiletics and speech participated. Every night a great sermon was played by tape over the FM station. All of the student announcements, prepared manuscripts and ad-libbing was recorded on tape. To the extent that the homiletics teacher had time, he listened to the tape and interacted with his students on their development in speaking and preaching ability.

9. Chapel preaching. Another teacher was proposing what seems to me to be an excellent idea to integrate student preaching with regular chapel worship services. Always it was a thorny problem on campuses to determine whether students should be used to preach at such services. Many teachers insisted they did not want students to preach then because this use of the chapel for evaluative purposes would jeopardize the spirit of worship. On one campus I visited, faculty members said they did not want students to preach because they did not get enough out of such sermons. But at lunchtime one of the students told me that this was the only time students came to chapel--when they could hear students preach!

The teacher in mind suggested that students not be selected indiscriminately but be chosen by the teacher of homiletics because of special interests or proficiency in the field of preaching. A group of students could be developed each year to conduct the services for the student body and do some of the preaching similar to the dean's list of academically excellent students. Students who showed great promise of preaching ability in the view of the professor of homiletics could be heard. So far, to my knowledge, no one has yet carried out this idea.

10. Terminal examinations in preaching. Two of the seminaries had inaugurated preaching examinations at the end of the entire program. Faculty representatives of various disciplines listened to a sermon preached by the graduating senior. This was intended not only to be a demonstration of preaching ability but of ability to integrate meaningfully the knowledge which the student had been able to acquire in his whole seminary program. Now at the point of homiletics he brought material from all the areas of human knowledge and integrated these into the whole, thus making the sermon a turnstile through which marched what he had learned in many classes. This placed an added emphasis on the significance of homiletics and preaching without course proliferation.

11. Sermons substituted for term papers. McCormick Theological Seminary had started an experimental program during this past year. Professor Gibson came to the conclusion that when students were going to demonstrate throughout their lifetime how well they had mastered bodies of academic material, they would not be doing it by writing term papers. They would be doing it by preaching sermons. Thus an experimental program was developed. Three teachers in different disciplines were going to work with Mr. Gibson this year in requiring a manuscript of a sermon in place of a term paper at the end of certain academic courses. This was to see if there could be brought together a scholarly and coordinated approach between the course itself and sermon delivery. This approach also has great possibilities for sharpening a man as a preacher without calling for more hours and more credits in homiletics per se.

12. Preaching prizes. I was surprised to discover that there were so

many prizes still being given for preaching sermons. I thought that this had passed out of the scene. More than half of the seminaries I visited awarded such prizes although many seemed to be but an unstimulating intrusion of the past into the present. Seabury-Western Theological Seminary, however, made an important occasion of awarding prizes. On the night when the sermons were to be preached, the constituency was invited to the chapel. This was usually filled with students and members of the diocese who came to hear the best preachers of the seminary in annual competition. It was a festive occasion with a reception following. All of the money awarded for the first prize--\$200--had to be devoted to buying books for the minister's library! At this school it was still considered to be an effective part of the program and helped to underscore the importance of good preaching in the pastor's life in his complex vocation.

These ideas have been thrown out at random tonight. As I said, I was inspired by the very resourceful approaches taken to teaching preaching around the country. All of these cannot be carried out on any single campus. But to the extent we can find ways in which to use time and incidental opportunities to contribute to specialized learning, I think that we will take some of the pressures off of our curricula.

One aspect of the study I was engaged in dealt with library resources. I compiled a master list of books in homiletics by studying shelf lists in each school. In the thirty-three seminaries I found cumulatively 902 different books in the field of homiletics, not counting individual volumes of sermons. I discovered also that Southwestern Theological Seminary had the largest number of these 902 different books--467, or little over fifty per cent. Many of the books would no longer be desired. But I hope that before I get too bogged down with administrative detail in my office I can bring together a master list of the 902 books that do appear in these libraries and make this available to teachers of homiletics and to librarians. Some attempt was made also to codify and evaluate these volumes. I discovered that one of the most unused sections of our libraries was that containing the books of sermon collectips. The smallest library had three hundred volumes of sermons and the largest 3200. But very few teachers were making much use of these in their B.D. programs. Greater use was made in post B.D. courses. Some day an imaginative homiletics teacher is going to come along with a way to tap these resources to make them contribute more vitally to the B.D. program.

No homiletician seemed enthusiastic about the seven major periodicals in the field of preaching. I use the word major relatively. These were the seven journals on preaching that appeared most often in the libraries. Perhaps they serve pastors and preachers on the field adequately but they did not offer much for a careful study of preaching itself. They were not considered comparable to professional journals in other fields. Christian Theological Seminary, however, plans to invest several thousand dollars to begin a more professional journal in the field of preaching. If this materializes, it will have a ready and enthusiastic response by the teachers of preaching.

It may be the librarians can aid the instructional program by a revision of library hours. Some libraries are experimenting here. The pressures on our students to work such long hours results in diminishing time for studies. Perhaps a library ought to be open at 6:30 in the morning for students who have time for study then but not at night. What about the possibility of different hours at the end of the week? Somewhere we have to find ways to adapt our

programs in theological education to the limitations and problems that face students today. This requires creative pioneering and dedication even by librarians. But I believe a group like this, if we could find the solution, would give itself unstintedly to experimentation and bold new approaches.

Thus, librarians, administrators and teachers can share together in lifting the levels on which the gospel is preached in America today. I trust all of us will find ways to implement this ideal in coming years.

APPENDICES

	Page
A. CORRECTED COPY OF THE ATLA CONSTITUTION	101
B. ATLA MEMBERS AS AT OCTOBER 1, 1960	107

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

APPENDIX A

CORRECTED COPY OF THE ATLA CONSTITUTION¹

AMERICAN THEOLOGICAL LIBRARY ASSOCIATION
CONSTITUTION

Article I. NAME

The name of this organization shall be the American Theological Library Association (ATLA).

Article II. PURPOSE

The purpose of this Association shall be to bring its members into closer working relations with each other and with the American Association of Theological Schools, to study the distinctive problems of the theological library, and to promote library service and librarianship among the institutions of AATS and theological education in general. The Association shall direct and carry on a program of activities to advance: (a) the standards of library service, in the broadest sense, in theological libraries, and (b) the continued professional and scholarly growth of those engaged in work in these libraries.

Article III. RELATIONSHIP TO OTHER ASSOCIATIONS

The American Theological Library Association is affiliated with the American Association of Theological Schools (AATS). This affiliation has been expressed by AATS in its original founding of ATLA, its continued interest in the support of the work of ATLA, its readiness to advise and consult with officials and committees of ATLA, its willingness to form joint committees where joint action is proper, to serve as agent for funds designated for ATLA purposes and administered by ATLA, and to receive communication from ATLA relative to libraries and theological education.

This affiliation has been expressed by ATLA by means of their interest and support of AATS objectives, and by their readiness to receive communication and counsel from AATS.

This Association is also affiliated with the American Library Association (ALA), and the International Association of Theological Libraries (IATL).

Article IV. MEMBERSHIP

Sec. 1. Full Members. Librarians serving, or retired from, the library staffs of institutions which are members of AATS are eligible for full membership by vote of the Executive Committee and by compliance with other conditions prescribed in the By-Laws. Such librarians shall be the

¹ The Copy of the Constitution printed in the 1958 Proceedings contained clerical errors. The text of Article VIII and the caption of Article IX were omitted, and Article X was numbered Article IX.

director of the library, the head librarian, or any other librarian serving in a full-time professional position on the library staff.

Sec. 2. Associate Members. Persons interested in, or associated with, the work of theological librarianship may be elected to associate membership by vote of the Executive Committee and by compliance with other conditions prescribed in the By-laws.

Sec. 3. Institutional Members. Libraries of schools that are members of AATS may become institutional members by compliance with other conditions prescribed in the By-laws.

Sec. 4. Contributing and Sustaining Members. Persons or institutions eligible to membership may become contributing or sustaining members upon payment of the annual sums provided in the By-laws.

Sec. 5. Honorary Members. On nomination of the Executive Committee, honorary members may be elected by two-thirds vote of the members present at any annual meeting of the Association. Members of other library associations and those outside the library profession who have consistently aided the libraries of AATS are eligible as honorary members. Honorary membership shall be for life, subject to Section 6.

Sec. 6. Suspension and Reinstatement. The membership of any individual or institution may be suspended for cause by a two-thirds vote of the Executive Committee. A suspended member may be reinstated by a two-thirds vote of the Executive Committee.

Article V. OFFICERS

Sec. 1. Officers and Duties. The officers of the Association shall be a president, a vice-president, an executive secretary, and a treasurer, who shall perform the duties usually attached to these offices, or those assigned by action of the Association.

Sec. 2. Term. The president and the vice-president shall be full members of the Association and shall serve for one year or until their successors are elected and qualify. The executive secretary shall be chosen from the full members of the Association by the Executive Committee and shall hold office at its pleasure. The treasurer shall be a full member of the Association and shall serve for three years or until his successor is elected and qualifies. Change in status shall not disqualify an officer after election from completing his term of office if he is able to do so.

Sec. 3. President-Elect. The vice-president shall be the president-elect and shall succeed to the office of president at the end of the president's term.

Article VI. EXECUTIVE COMMITTEE

Sec. 1. Members. The Executive Committee shall consist of the president, vice-president, retiring president, treasurer, and four persons who are full members of the Association, who are elected for a two-year term, which terms shall so overlap as to insure continuity of policy; and one representative named by AATS. The executive secretary shall be ex officio member of the Executive Committee without vote.

Sec. 2. Duties and Responsibilities. The Executive Committee shall have general oversight and direction of the affairs of the Association, and shall perform such specific duties as may be given to it in the Constitution and By-laws, or those assigned by action of the Association. It shall conduct all business of the Association between annual and other meetings of the Association, and shall have authority to make decisions for the Association during the periods between meetings. It shall decide upon the investment and the expenditures of all funds belonging to the Association as a whole, and shall be authorized to allot such funds to projects and committees, and it may enter into specific agreements with AATS to act as agent for funds designated for ATLA purposes. It shall provide the Association at the annual meeting with an audited report of all funds held, received and disbursed.

Article VII. MEETINGS

Sec. 1. General Meetings. The Association shall hold an annual conference at such place and time as may be determined by the Executive Committee. Special meetings may be called at any time by the Executive Committee.

Sec. 2. Admission to Meetings. General meetings are open to all interested in the work of the Association. Closed meetings limited to full members and institutional members may be called on approval of the Executive Committee.

Article VIII. RIGHT TO VOTE

Sec. 1. Full members and institutional members of the Association shall be eligible to vote on all questions of the Association including the election of officers and the members-at-large of the Executive Committee. All other members shall be eligible to vote on all questions of the Association except on the Constitution, By-laws, and the elective positions of the Association.

Article IX. BY-LAWS

Sec. 1. Adoption, Suspension, and Amendments. By-laws may be adopted, suspended, and amended by a majority vote of the full members and institutional members of the Association voting at any general session of any annual conference.

Article X. AMENDMENTS

Sec. 1. This Constitution may be amended by a two-thirds vote of the full members and the institutional members voting at any general session of two successive annual conferences not less than six months apart, provided that notice of the proposed amendment is published in the official publication of the Association not less than one month before final consideration.

BY-LAWS

Article I. DUES

Sec. 1. Full Members, Associate Members, Institutional Members. The annual dues for full members shall be \$4; associate members, \$3; and institutional members, \$5. Full members on retired status are exempt from payment of

dues.

Sec. 2. Contributing and Sustaining Members. The annual dues for contributing members shall be \$25, and for sustaining members, \$50.

Sec. 3. Honorary Members. There shall be no dues for honorary members.

Article II. NOMINATIONS AND ELECTIONS

Sec. 1. Committee. A committee to nominate candidates for elective positions to be filled for the Association as a whole shall be appointed by the vice-president (president-elect) from among the full members, with the approval of the president, at such time as to enable this committee to meet during the annual conference preceding the one at which elections are to be made from the nominees. This committee shall, as far as possible, represent the various interests of the Association. It is the duty of this committee to select the ablest persons available for the positions to which nominations are to be made. In making its selection the committee shall keep in mind the following objectives: (a) the importance of developing leaders among the younger members of the Association; (b) the desirability of rotating important offices among the membership of the Association; (c) the necessity of securing an Executive Committee which will be as representative as possible of the interests and groups within the Association.

Sec. 2. Reports. The Nominating Committee shall report at least one, and, when feasible, two nominations for each elective position, to the executive secretary not less than six months before the annual conference at which nominees are to be considered. Nominations shall be published by the executive secretary in the official publication of the Association not less than four months before the annual conference.

Sec. 3. Nominations by Others. Nominations other than those by the Nominating Committee may be made by petition signed by not less than five full members of the Association, and shall be filed with the executive secretary not less than two months preceding the annual conference and shall be published in the official publication of the Association not less than one month before the annual conference.

Sec. 4. Consent of the Nominees. No nomination shall be presented without the known consent of the nominee.

Sec. 5. Elections. Elections to elective positions for the Association shall be held at the annual conference at a date announced at least four months previously by the executive secretary and published in the official publication. There shall be a written ballot which may be cast at the annual meeting or forwarded by mail to the executive secretary prior to the date of the election. The candidate receiving the largest number of votes shall be elected. In case of a tie vote the successful candidate shall be determined by lot.

Article III. QUORUM

Sec. 1. Executive Committee. A majority of the voting members of the Executive Committee shall constitute a quorum. In the absence of a quorum the president may authorize a mail vote. An affirmative vote of a majority of the voting members of the Committee shall be required to pass a motion. On each

mail vote, each voting member shall have the option of voting for the motion, against the motion, or to hold for discussion.

Sec. 2. Association. Twenty-five members at a regular meeting shall constitute a quorum of the Association for the transaction of all business except election to the elective positions of the Association and amendments to the Constitution.

Article IV. COMMITTEES

Sec. 1. Authorization. Committees of the Association shall be authorized by action of the Association or the Executive Committee, except as otherwise provided in the Constitution and By-laws.

Sec. 2. Appointment of Committee Members. Committee members shall be appointed by the president unless it is otherwise provided in the action authorizing the Committee or in the Constitution and By-laws.

Sec. 3. Joint Committees. ATLA members of joint committees of ATLA and AATS shall be appointed by the president of ATLA with the approval of the Executive Committee and shall be full members of the Association.

Sec. 4. Eligibility. Full and Associate members shall be eligible to serve as members on all committees except as otherwise provided in the Constitution and By-laws.

Article V. VACANCIES

Sec. 1. Elective positions. Appointments to fill vacancies in elective positions of the Association as a whole (except president and vice-president) shall be made by the Executive Committee until it is possible for the Association to fill the vacancy at the next regular annual election in accordance with the By-laws.

a. 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 is provided in the Constitution.

b. A vacancy in the office of vice-president can be filled only by election as provided in the By-laws.

c. If vacancies occur in the offices of president and vice-president within the same term the Executive Committee shall elect as president one of the Committee for the remainder of the term. When a regular election is next held, a president and a vice-president shall be elected.

d. Vacancies on the Executive Committee shall be filled by election at the next regular election after the vacancy occurs.

e. Appointments to fill vacancies on a committee shall be made by the president, unless otherwise provided in the action authorizing the Committee, or in the By-laws.

Article VI. YEARS

Sec. 1. Membership year. The membership year of the Association shall be the same as the fiscal year.

Sec. 2. Fiscal year. The fiscal year of the Association shall be July 1 to June 30.

Sec. 3. Elective and Appointee Year. The term of office for elective and appointive positions of the Association filled annually shall be the period beginning with the adjournment of the annual conference and ending with the adjournment of the next succeeding annual conference. Terms of office longer than one year shall be calculated from the adjournment of the annual conference. This By-law shall not apply to the term of office of the representative on the Executive Committee named by AATS. For this office the term shall be specified by AATS.

Article VII. RIGHTS TO FULL MEMBERSHIP

Sec. 1. The adoption of this Constitution shall not disqualify from full membership any member of this Association who holds active membership at the time of the adoption of this Constitution. This right to membership shall continue until such time as the member may change his employ to another institution at which time the conditions of membership as prescribed in the present Constitution shall prevail.

Article VIII. RULES OF ORDER

Sec. 1. The rules contained in Robert's Rules of Order shall govern the Association in all cases to which they are applicable, and in which they are not inconsistent with the Constitution and By-laws.

AMENDMENTS

Amendment I.¹

In the event of the dissolution of the Association, the assets will be turned over to an organization (or organizations) which is also exempt under section 501(c)(3) of the 1954 Internal Revenue Code.

¹This proposed amendment had its first reading at the 1960 Conference. It will have its second reading at the 1961 Conference. If it is received favorably at that time, it may be adopted as an official amendment to the Constitution.

APPENDIX BATLA MEMBERS AS OF OCTOBER 1, 1960

(* - attended 1960 Conference)

FULL

- Allen, Clara B. - Fuller Theological Seminary, 135 North Oakwood Avenue,
Pasadena 1, California
- Anderson, Mrs. Julia D. (retired) - 328 Kings Highway, Decatur, Georgia
- Arnold, Harvey - Chicago Theological Seminary, 5757 University Avenue,
Chicago 37, Illinois
- Atkinson, Marjorie M. - Church Divinity School of the Pacific, 2451 Ridge
Road, Berkeley 9, California
- * Baker, Mrs. Florence S. - Yale Divinity School Library, 409 Prospect St.,
New Haven 11, Connecticut
- * Balz, Elizabeth L. - Evangelical Lutheran Theological Seminary, Capital
University, Columbus 9, Ohio
- Beach, Robert F. - Union Theological Seminary, Broadway at 120th Street,
New York 27, New York
- Berky, Andrew S. - Schwenkfelder Library, Pennsburg, Pennsylvania
- * Bestul, Valborg - Luther Theological Seminary, 2375 Como Avenue, St. Paul
8, Minnesota
- Boell, Margaret - Meadville Theological Seminary, 5701 Woodlawn Avenue,
Chicago, Illinois
- Bouquet, Francis L. - San Francisco Theological Seminary, 124 Seminary
Road, San Anselmo, California
- * Bricker, George H. - Lancaster Theological Seminary, Lancaster,
Pennsylvania
- Brimm, Henry M. - Union Theological Seminary, 3401 Brook Road, Richmond
27, Virginia
- Brockway, Duncan - Speer Library, Princeton Theological Seminary,
Princeton, New Jersey
- Buder, Christine L. - Christian Board of Publication, 2640 Pine Blvd.,
M. P. O. Box 179, St. Louis 66, Missouri
- * Burdick, Oscar - Pacific School of Religion, 1798 Scenic Avenue, Berkeley
9, California
- Butz, Mrs. Helen S. - Speer Library, Princeton Theological Seminary,
Princeton, New Jersey
- Byers, Mrs. Clara L. (retired) - 739 Plymouth Road, Claremont, California
- Camp, Thomas Edward - The School of Theology Library, University of the
South, Sewanee, Tennessee
- * Cannom, Velma - Emmanuel College, Victoria University, 73 Queen's Park,
Toronto 5, Ontario, Canada
- Chandler, Mrs. Emily M. - Wesley Theological Seminary, 4400 Massachusetts
Avenue, N.W., Washington 16, D.C.
- * Chenery, Frederick L. - Episcopal Theological Seminary of the Southwest,
606 Rathervue Place, Austin 5, Texas
- * Clark, Jimmy Ed - Perkins School of Theology, Southern Methodist
University, Dallas 5, Texas
- * Collier, Robert Gordon - Chicago Theological Seminary, 5757 University
Avenue, Chicago 37, Illinois

- Conger, Helen - Dargan-Carver Library, 127 Ninth Avenue, N., Nashville 3,
Tennessee
- Conn, Louise M. (retired) - 4535 Southern Parkway, Louisville, Kentucky
- Corcoran, Wilma - Zion Research Library, 120 Seaver Street, Brookline 46,
Massachusetts
- Cox, Betty J. - Wesley Theological Seminary, 4400 Massachusetts Avenue, N.W.,
Washington 16, D.C.
- * Crabtree, Robert E. - Nazarene Theological Seminary, P.O. Box 6076, Kansas
City 10, Missouri
- Crawford, Elizabeth L. - Speer Library, Princeton Theological Seminary,
Princeton, New Jersey
- * Crismon, Leo T. - Southern Baptist Theological Seminary, 2825 Lexington Road,
Louisville, Kentucky
- * Dagan, Alice M. - Chicago Lutheran Theological Seminary, 1670 South 11th
Avenue, Maywood, Illinois
- Davidson, Lois M. - Seminario Evangelico de Teologia, Apartada 149, Matanzas,
Cuba
- Davidson, Nelle C. - New Orleans Baptist Theological Seminary, 4110 Seminary
Place, New Orleans 26, Louisiana
- DeKoster, Lester - Calvin Library, Calvin College & Seminary, Grand Rapids
6, Michigan
- * Dow, Norman D. - Austin Presbyterian Theological Seminary, 100 West 27th
Street, Austin 5, Texas
- Dunger, George A. - North American Baptist Seminary, 1605 South Euclid Avenue,
Sioux Falls, South Dakota
- Ehlert, Arnold D. - The Biola Library, 13800 Biola Avenue, La Mirada,
California
- Ehlerdt, George B. - Theological Seminary, University of Dubuque, Dubuque,
Iowa
- * Eisenhart, Ruth C. - Union Theological Seminary, Broadway at 120th Street,
New York 27, New York
- Elliott, L.R. (retired) - P.O. Box 6500, Fort Worth 15, Texas
- * Else, James P. - Southern California School of Theology, Claremont, California
- * Eutsler, Mrs. Luella - Hama Divinity School, Wittenberg University,
Springfield, Ohio
- Evans, Esther - Divinity School Library, Duke University, Durham, North
Carolina
- * Farris, Donn Michael - Divinity School Library, Duke University, Durham,
North Carolina
- Filion, Paul-Emile, S.J. - Scolasticat de l'Immaculée-Conception, 1855
Rue Rachel Est., Montreal 34, P. Q., Canada
- Fisher, Ilo - Hama Divinity School, Wittenberg University, Springfield,
Ohio
- Frank, Emma L. - Oberlin Graduate School of Theology, Oberlin, Ohio
- Friesen, Magdalen - Mennonite Biblical Seminary, 3003 Benham Avenue,
Elkhart, Indiana
- Fritz, William R. - Lutheran Theological Seminary, Columbia, South Carolina
- Gamble, Connolly - Union Theological Seminary, 3401 Brook Road, Richmond,
27, Virginia
- * Gapp, Kenneth S. - Speer Library, Princeton Theological Seminary, P.O. Box
111, Princeton, New Jersey

- Gardiner, Mabel F. (retired) - 1134 Church Street, Evanston, Illinois
 George, E. F. (retired) - Naperville, Illinois
 * George, Esther D. - United Theological Seminary, 1810 Harvard Blvd.,
 Dayton 6, Ohio
 * Gillette, Gerald W. - Speer Library, Princeton Theological Seminary,
 Princeton, New Jersey
 * Goodman, Delena - Anderson Theological Seminary, Anderson, Indiana
 * Goodwin, John H. - Protestant Episcopal Theological Seminary in
 Virginia, Alexandria, Virginia
 * Gray, Ruth M. - Northern Baptist Theological Seminary, 3040 West
 Washington Blvd., Chicago 12, Illinois
 * Grisham, Frank-P. - Joint University Libraries, Nashville 5, Tennessee
 Grobel, Olive M. - General Theological Seminary, Chelsea Square, New
 York 11, New York
 Grossmann, Mrs. Walter - Andover-Harvard Theological Library, 45 Francis
 Avenue, Cambridge 38, Massachusetts
 * Guston, David - Bethel College and Seminary, 1480 North Snelling Avenue,
 St. Paul 1, Minnesota
- Hadidian, Dikran Y. - Case Memorial Library, Hartford Seminary Foundation,
 55 Elizabeth Street, Hartford 5, Connecticut
 Hager, Lucille - Concordia Seminary, 801 De Mun Avenue, St. Louis 5,
 Missouri
 Hand, William J. - Eastern Baptist Theological Seminary, Lancaster
 Avenue and City Line, Overbrook, Philadelphia 31, Pennsylvania
 Harrer, John A. - Congregational Library, 14 Beacon Street, Boston 8,
 Massachusetts
 * Henderson, Mrs. Kathryn Luther - McCormick Theological Seminary, 800 West
 Belden Avenue, Chicago 14, Illinois
 * Henderson, William T. - McCormick Theological Seminary, 800 West Belden
 Avenue, Chicago 14, Illinois
 * Highfield, Betty Jane - North Park College & Theological Seminary, 3225
 West Foster Avenue, Chicago 25, Illinois
 * Hilgert, Mrs. Elvire R. - Seventh-Day Adventist Theological Seminary,
 Berrien Springs, Michigan
 Hitt, Richard D. - 119½ East May Avenue, Las Cruces, New Mexico
 Hodges, Elizabeth - Episcopal Theological School, 99 Brattle Street,
 Cambridge 38, Massachusetts
 * Hodges, Thelma F. - Christian Theological Seminary, Indianapolis 7,
 Indiana
 * Hughey, Elizabeth - Library, Methodist Publishing House, 201 Eighth Avenue,
 South, Nashville 2, Tennessee
 Hunter, Vivien - Divinity Hall, McGill University, 3520 University Street,
 Montreal 2, P. Q., Canada
 Hyatt, Alexander J. - Golden Gate Baptist Theological Seminary, Strawberry
 Point, Mill Valley, California
- * Irvine, James S. - Pittsburgh Theological Seminary, 616 North Highland
 Avenue, Pittsburgh 6, Pennsylvania
- Jacobsen, Dr. Karl T. (retired) - 301 Leiv Eiriksson Drive, Decorah, Iowa
 * Joaquin, Frederick C. - Nashotah House, Nashotah, Wisconsin
 Johnson, Alive Victoria - Pacific School of Religion, 1798 Scenic Avenue,
 Berkeley 9, California

- * Johnson, Charles P. - Fleming Library, Southwestern Baptist Theological Seminary, Box 22000, Fort Worth 15, Texas
- Johnson, Elinor C. - Augustana Theological Seminary, Rock Island, Illinois
- Jones, Anna E. - Missionary Research Library, 3041 Broadway, New York 27, New York
- * Jones, Arthur E., Jr. - Rose Memorial Library, Drew University, Madison, New Jersey
- Judah, J. Stillson - Pacific School of Religion, 1798 Scenic Avenue, Berkeley 9, California
- * Kelly, Genevieve - California Baptist Theological Seminary, Seminary Knolls, Covina, California
- * Kircher, Roland E. - Wesley Theological Seminary, 4400 Massachusetts Avenue, N.W., Washington 16, D.C.
- * Kley, Roland - Mission House Seminary, Route 3, Plymouth, Wisconsin
- * Kline, Lawrence O. - Drew University Library, Madison, New Jersey
- Korowytzky, Iwan - School of Theology Library, Temple University, North Park Avenue & Norris Street, Philadelphia 22, Pennsylvania
- * Kraemer, Ruth - North Central Evangelical Theological Seminary, Naperville, Illinois
- * Krentz, Edgar M. - Concordia Seminary, 801 De Mun Avenue, St. Louis 5, Missouri
- * Kuschke, Arthur W., Jr. - Westminster Theological Seminary, Chestnut Hill, Philadelphia 18, Pennsylvania
- Leach, Mrs. R. Virginia - School of Theology, Boston University, 745 Commonwealth Avenue, Boston 15, Massachusetts
- * Lundeen, Joel W. - Augustana Theological Seminary, Rock Island, Illinois
- Ma, John T. - Missionary Research Library, 3041 Broadway, New York 27, New York
- * Magnuson, Norris - Bethel College and Seminary, 1480 North Snelling Avenue, St. Paul 1, Minnesota
- Matthews, Donald N. - Lutheran Theological Seminary, Gettysburg, Pennsylvania
- * Mehl, Warren R. - Eden Theological Seminary, 475 East Lockwood Avenue, Webster Groves 19, Missouri
- * Mitchell, Mary Jane - Seventh-Day Adventist Theological Seminary, Berrien Springs, Michigan
- Monroe, George C., Jr. - American Baptist Theological Seminary, Box 9, Harrisonville, Missouri
- * Montgomery, John Warwick - Waterloo Lutheran University, Waterloo, Ontario, Canada
- Moreau, Jules L. - Seabury-Western Theological Seminary, 600 Haven Street, Evanston, Illinois
- * Morris, Raymond P. - Yale Divinity School Library, 409 Prospect Street, New Haven 11, Connecticut
- Mothershead, Mrs. Bertie (retired) - 2618 Rogers Street, Fort Worth 9, Texas
- McCloy, Frank D., Jr. - Pittsburgh Theological Seminary, 616 North Highland Avenue, Pittsburgh 6, Pennsylvania
- McCormick, Margaret - Colburn Library, Bexley Hall, Gambier, Ohio
- * Newhall, Jannette E. - School of Theology, Boston University, 745 Commonwealth Avenue, Boston 15, Massachusetts
- Nicole, Roger - Gordon Divinity School, Beverly Farms, Massachusetts

- Orr, Clara E. - Missionary Research Library, 3041 Broadway, New York 27,
New York
- Osburn, Edwin C. - Southeastern Baptist Theological Seminary, P. O. Box
31, Wake Forest, North Carolina
- Parker, Barbara Tenney - Yale Divinity School Library, 409 Prospect
Street, New Haven 11, Connecticut
- Person, Mrs. Laura - Missionary Research Library, 3041 Broadway, New
York, 27, New York
- Peterson, Betty Alice - North Park College, 3225 West Foster, Chicago
25, Illinois
- * Pierson, Roscoe M. - The College of the Bible, Lexington, Kentucky
- Price, Frank W. - Missionary Research Library, 3041 Broadway, New York
27, New York
- Prichard, Mrs. Ruth D. - Southeastern Baptist Theological Seminary, 219
South Street, Wake Forest, North Carolina
- * Prince, Harold B. - Columbia Theological Seminary, 701 Columbia Drive,
Decatur, Georgia
- * Quiers, Mrs. Pamela - Northwestern Lutheran Theological Seminary, 116
East 22nd Street, Minneapolis 4, Minnesota
- * Rand, James F. - Dallas Theological Seminary, 3909 Swiss Avenue, Dallas
4, Texas
- Randall, Augustus C. - Payne Theological Seminary, Wilberforce, Ohio
- Ray, Margaret - Emmanuel College, Victoria University, 73 Queen's Park,
Toronto 5, Ontario, Canada
- Reed, Mrs. Lenice F. - Gordon Divinity School, Beverly Farms,
Massachusetts
- Reid, Arsula Brownie - Johnson C. Smith University, Charlotte, North
Carolina
- * Reynolds, Stephen M. - Crozer Theological Seminary, Chester, Pennsylvania
- Rist, Martin - Ira J. Taylor Library, Iliff School of Theology, 2201
South University Blvd., Denver 10, Colorado
- * Robarts, William M. - Union Theological Seminary, Broadway at 120th
Street, New York 27, New York
- Robbins, Mrs. Ruth G. (retired) - Willamette University Library, 1248
Chemeketa Street, N.E., Salem, Oregon
- Robinson, Nancy Drue - Southern Baptist Theological Seminary, 2825
Lexington Road, Louisville 6, Kentucky
- Rode, Werner - Berkeley Divinity School, 140 Prospect Street, New Haven,
Connecticut
- * Royer, Elizabeth, Candler School of Theology, 109 Theology Building,
Emory University, Atlanta, Georgia
- * Russel, Emily G. - Covenant College & Seminary, Box 143, Clayton,
St. Louis 5, Missouri
- Sack, Nobel V. - Western Evangelical Seminary, 4200 S.E. Jennings Avenue,
Portland 22, Oregon
- Scheer, Gladys E. - The College of the Bible, Lexington, Kentucky
- * Scherer, Henry - Lutheran Theological Seminary, 7301 Germantown Avenue,
Philadelphia 19, Pennsylvania
- Schild, Karl - Lutheran Theological Seminary, 7301 Germantown Avenue,
Philadelphia 19, Pennsylvania
- * Schmidt, Herbert H. - Lutheran Theological Seminary, Gettysburg,
Pennsylvania

- * Schmitt, Calvin H. - McCormick Theological Seminary, 800 West Belden Avenue, Chicago 14, Illinois
- * Schultz, Susan A. - Asbury Theological Seminary, Wilmore, Kentucky
- * Schuppert, Mildred - Western Theological Seminary, Holland, Michigan
- Shandrick, Albert J. - Central Lutheran Theological Seminary, Fremont, Nebraska
- Shaw, Henry K. - Christian Theological Seminary, Indianapolis 7, Indiana
- Shell, Elton E. - Southern California School of Theology, Claremont, California
- * Simmers, Carrie R. - Bethany Biblical Seminary, 3435 West Van Buren Street, Chicago 24, Illinois
- * Sistrunk, James D. - Southeastern Baptist Theological Seminary, Wake Forest, North Carolina
- * Slavens, Thomas P. - The Divinity School, Drake University, Des Moines 11, Iowa
- * Smith, Elizabeth A. - University of Dubuque Theological Seminary, Dubuque, Iowa
- * Smith, Neil G. - Knox College, 59 St. George Street, Toronto 5, Ontario, Canada
- * Sonne, Neils H. - General Theological Seminary, Chelsea Square, New York 11, New York
- * Sparks, Claud G. - Texas Christian University, Fort Worth 9, Texas
- Starr, Edward C. - American Baptist Historical Society, 1100 South Goodman Street, Rochester 20, New York
- * Stouffer, Isabelle - Speer Library, Princeton Theological Seminary, Princeton, New Jersey
- * Suput, Ray R. - Garrett Biblical Institute, 808 Hamlin Street, Evanston, Illinois
- Swen, Ruby - Mars Hill College, Mars Hill, South Carolina
- * Tanis, James - Harvard Divinity School, 45 Francis Avenue, Cambridge 38, Massachusetts
- * Teague, Mrs. Grace N. - Joint University Libraries, Vanderbilt University School of Religion, Nashville, Tennessee
- * Tingelstad, Gertrude - Luther Theological Seminary, 2375 Como Avenue, W., St. Paul 8, Minnesota
- Trost, Theodore L. - Colgate-Rochester Divinity School, 1100 South Goodman Street, Rochester 20, New York
- * Turner, Decherd, Jr. - Perkins School of Theology, Southern Methodist University, Dallas 5, Texas
- * Uhrich, Helen B. - Yale Divinity School Library, 409 Prospect Street, New Haven 11, Connecticut
- * VandenBerge, Peter N. - New Brunswick Theological Seminary, 87 College Avenue, New Brunswick, New Jersey
- * Van der Bent, Ans J. - Bangor Theological Seminary, 288 Union Street, Bangor, Maine
- * Warnick, Mrs. John H. - Perkins School of Theology, Southern Methodist University, Dallas 5, Texas
- Weber, Esther - Goshen College Biblical Seminary, Goshen, Indiana
- Wernecke, Herbert H. (retired) - Eden Theological Seminary, 475 East Lockwood Avenue, Webster Groves, Missouri

- * White, Ernest M. - Louisville Presbyterian Seminary, 109 East Broadway,
Louisville 2, Kentucky
- * Whitford, Ruth, - Biblical Seminary in New York, 235 East 49th Street,
New York 17, New York
- Wilfred, Harvey O. - Phillips University, Graduate Seminary, College of
the Bible, Enid, Oklahoma
- * Williams, Ethel L. - School of Religion, Howard University, Washington,
D. C.
- Williams, Henry L. - Moravian College, Bethlehem, Pennsylvania
- Young, John L. - Union Theological Seminary, Broadway at 120th Street,
New York 27, New York

ASSOCIATE MEMBERS

- * Allenson, Alec R. - Blessing Book Store, 635 East Ogden Avenue, Naperville,
Illinois
- Allenson, Robert D. - Alec R. Allenson, Inc., 635 East Ogden Avenue,
Naperville, Illinois
- Andrews, Dean Timothy - Holy Cross Orthodox Theological School, 50 Goddard
Avenue, Brookline, Massachusetts
- Beaver, R. Pierce - Federated Faculty, University of Chicago, Chicago 37,
Illinois
- Bosco, Julius, Philadelphia Bible Institute, 18th at Arch Street,
Philadelphia, Pennsylvania
- Burdick, Donald W. - Conservative Baptist Theological Seminary, 1500 East
Tenth Avenue, Denver 18, Colorado
- Butler, Mrs. Ruth Gretzinger - Buffalo Bible Institute, 910 Union Road,
Buffalo 24, New York
- Cintrón, Jorge N. - Seminario Evangélico de Puerto Rico, Apartado 426,
Río Piedras, Puerto Rico
- Collins, Oral E. - Berkshire Christian College, 164 Stockbridge Road,
Lenox, Massachusetts
- Corum, Frederick M. - 118 Conant Drive, Kenmore 23, New York
- Diehl, Katherine S. - Head, Department of Library Service, College of
Education, University of Tennessee, P.O. Box 8697 University
Station, Knoxville, Tennessee
- Dorn, Herbert - Concordia Seminary, 801 De Mun Avenue, St. Louis 5,
Missouri
- Dorsey, Dorothy B. - Missouri School of Religion, Columbia, Missouri
- Dunlap, Howard L. - 1815 Rist Avenue, Eau Claire, Wisconsin
- Eldredge, Lucile M. - Yankton College, Yankton, South Dakota
- Ellis, Pierce S., Jr. - Abingdon Press, 201 Eighth Avenue, South,
Nashville 3, Tennessee
- Eury, Jessie C. - Lincoln Bible Institute, P. O. Box 178, Lincoln,
Illinois
- Gallichotte, V. H. - W. R. Ames Company, 1001 South Dempsey Road,
Milpitas, California

- Gerstner, John H. - Pittsburgh Theological Seminary, 616 North Highland Avenue, Pittsburgh 6, Pennsylvania
- Ginsberg, Judith B. - Jewish Theological Seminary, 3080 Broadway, New York 27, New York
- Gleason, Henry Allan, Jr. - Hartford Seminary Foundation, 70 Lorraine Street, Hartford 5, Connecticut
- Goddard, Burton L. - Gordon Divinity School, Box E, Beverly Farms, Massachusetts
- Gration, Selby U. - Barrington College, Barrington, Rhode Island
- Hall, Mrs. Elizabeth A. - Pasadena College Library, 1539 East Howard Street, Pasadena 7, California
- Harris, Leonard R. - Channel Press, 159 Northern Blvd., Great Neck, New York
- Heiser, W. Charles, S. J. - St. Mary's College, Divinity School of St. Louis University, St. Marys, Kansas
- Helmbold, F. Wilbur - Howard College, Birmingham, Alabama
- * Heussman, John W. - Concordia Theological Seminary, Springfield, Illinois
- Hickey, Doralyn J. - 3667 Guess Road, Durham, North Carolina
- Hills, Margaret T. - American Bible Society, 450 Park Avenue, New York 22, New York
- Hodges, T. Gene - 323 Emelyn Avenue, Norman, Oklahoma
- Hollenberg, Delbert E. - 1798 Scenic Avenue, Berkeley 9, California
- Hort, Margaret J. - Shipley School, Bryn Mawr, Pennsylvania
- Hunter, Edward - Methodist Theological School in Ohio, Mounted Route 9, Delaware, Ohio
- Johnson, Mrs. Maxene - St. Margaret's House, 1820 Scenic Avenue, Berkeley 9, California
- Kennedy, James R., Jr. - Drexel Institute Library, 32nd & Chestnut Streets, Philadelphia 4, Pennsylvania
- Kephart, John E. - Westmont College Library, 955 LaPaz Road, Santa Barbara, California
- * Kieffer, Jay - Conestoga Book Service, P. O. Box 2311-D, Pasadena 2, California
- Kincheloe, Mrs. Evah - Gammon Theological Seminary, 9 McDonough Blvd., S.E., Atlanta 15, Georgia
- Knubel, Helen M. - National Lutheran Council, 50 Madison Avenue, New York 10, New York
- Lancaster, Edith - Northwest Nazarene College, Nampa, Idaho
- Lee, Keith C. - 2515 South Baker Street, Apartment C., Santa Ana, California
- * Little, Brooks B. - The Upper Room, 1908 Grand Avenue, Nashville 5, Tennessee
- Markley, Lucy W. - 435 Elm Street, New Haven, Connecticut
- Martens, Mrs. Alice - 126 Lawncrest Road, New Haven, Connecticut
- Mattill, Barbara - Martin Luther Library, Lutheran Brotherhood Life Insurance, 701 Second Avenue, South, Minneapolis 2, Minnesota
- * Milby, T. H. - National Methodist Theological Seminary, 5123 Truman Road, Kansas City 27, Missouri
- Mueller, Theodore A. - Subject Cataloging Division, Library of Congress, Washington 25, D. C.

- * McTaggart, John B. - Methodist Theological School in Ohio, Mounted Route 9, Delaware, Ohio
McWhirter, David Ian - College of the Bible, Lexington, Kentucky
- * Newhall, Margaret E. - St. Luke's Library, Sewanee, Tennessee
- Olson, Ivy T. - Wheaton College & Graduate School of Theology, Wheaton, Illinois
- * Ozolins, Karlis L. - Augsburg College & Theological Seminary, Minneapolis 4, Minnesota
- Parry, Eleanor E. - Central Bible Institute, Springfield, Missouri
Pettee, Julia - Salisbury, Connecticut
Primmer, Carol - Wheaton College and Graduate School of Theology, Wheaton, Illinois
- Purcell, Mrs. Doris Wilson - 266 Washington Avenue, Brooklyn 5, New York
Purdy, Victor William - Brigham Young University, 721 North 1150 East, Provo, Utah
- Rescoe, A. Stan - Peabody Library School, Nashville 5, Tennessee
Rietmulder, James - Association Press, 291 Broadway, New York 7, New York
- * Ritter, R. Vernon - Central Baptist Seminary, Seminary Heights, Kansas City 2, Kansas
- Roberts, Walter N. - United Theological Seminary, 1810 Harvard Blvd., Dayton 6, Ohio
- Roth, Ruth C. - Woodruff High School, Peoria, Illinois
- Samuels, Joel Lee - Evangelical Congregational School of Theology, Myerstown, Pennsylvania
- Schultz, Erich R. W. - The Library, Waterloo Lutheran Seminary, Waterloo, Ontario, Canada
- Shumaker, Rutherford - 1175 Burrige Street, Mentor, Ohio
Sillen, Robert W. - 45 Algonquin Road, Quincy 69, Massachusetts
Smolko, John F. - 66 Quintard Terrace, Stamford, Connecticut
Soderholm, Dorothy - Trinity Seminary and Bible College, 1726 West Berteau Avenue, Chicago 13, Illinois
- Spidell, Dorothy - Nyack Missionary College, Nyack-on-Hudson, New York
Starkey, Richard E. - Gifts Division, University of Chicago Library, Chicago 37, Illinois
- * Stennes, Constance E. - 228 Clifton Avenue, Minneapolis 3, Minnesota
- Stockert, Helen - West Virginia Wesleyan College, Buckhannon, West Virginia
- Strayer, Mrs. Anna Elizabeth - South-Eastern Bible College, Lakeland, Florida
- Sturtevant, Anne F. - Free Library of Philadelphia, Logan Square, Philadelphia 3, Pennsylvania
- Swann, Arthur W. - 4067 John Street, San Diego 6, California
- Thompson, E. A. - 185 Second Street, Mineola, New York
Tom, Abraham - Fresno State College Library, Fresno, California
Tufts, Mrs. N. A. - 243 North Valley Street, Burbank, California
- Valentine, Mary E. - 36 Central Avenue, South Braintree, Massachusetts
Vanderhoof, Frank M. - 2200 Montecito Drive, San Marino, California

- Williams, Dorothea - Northwestern Schools, 50 Willow Street, Minneapolis 3, Minnesota
- * Wills, Keith C. - Midwestern Baptist Seminary, 3207 East 55th Street, North, Kansas City 16, Missouri
- Wood, Florence M. - Theological Seminary of the Reformed Episcopal Church, 25 South 43rd Street, Philadelphia 4, Pennsylvania
- Wood, Shirley N. - Columbia Bible College, Box 229, Columbia, South Carolina
- Wright, Margaret A. - Trinity College Library, Hartford, Connecticut

INSTITUTIONAL MEMBERS

- Alfred University School of Theology, 58 South Main, Alfred, New York
- Andover Newton Theological School, 210 Herrick Road, Newton Centre 59, Massachusetts
- Asbury Theological Seminary, Wilmore, Kentucky
- Augustana Theological Seminary, 820 - 38th Street, Rock Island, Illinois
- Austin Presbyterian Theological Seminary, 100 West 27th Street, Austin 5, Texas
- Bangor Theological Seminary, 288 Union Street, Bangor, Maine
- Berkeley Baptist Divinity School, 2606 Dwight Way, Berkeley 4, California
- Berkeley Divinity School, 38 Hillhouse Avenue, New Haven 25, Connecticut
- Bethany Biblical Seminary, 3435 West Van Buren, Chicago 24, Illinois
- Bethel College and Seminary of the Baptist General Conference of America, St. Paul 1, Minnesota
- Bexley Hall, Divinity School of Kenyon College, Gambier, Ohio
- Biblical Seminary in New York, 235 East 49th Street, New York 17, New York
- Bloomfield College and Seminary, 467 Franklin Street, Bloomfield, New Jersey
- Boston University School of Theology, 745 Commonwealth Avenue, Boston 15, Massachusetts
- Brite College of the Bible, Texas Christian University, Box 427, Fort Worth 9, Texas
- Calvin Seminary, Franklin Street, S. E., Grand Rapids 6, Michigan
- Candler School of Theology, 109 Theology Building, Emory University, Atlanta, Georgia
- Central Baptist Theological Seminary, Seminary Heights, Kansas City 2, Kansas
- Central Lutheran Theological Seminary, Fremont, Nebraska
- Chicago Lutheran Theological Seminary, 1670 South 11th Avenue, Maywood, Illinois
- Chicago Theological Seminary, 5757 University Avenue, Chicago 37, Illinois
- Christian Theological Seminary, Indianapolis 7, Indiana
- Church Divinity School of the Pacific, 2451 Ridge Road, Berkeley 9, California
- Colgate Rochester Divinity School, Ambrose Swasey Library, 1100 Goodman Street, Rochester 20, New York
- The College of the Bible, Lexington, Kentucky
- Columbia Theological Seminary, 701 Columbia Drive, Decatur, Georgia
- Concordia Seminary, 801 De Mun Avenue, St. Louis 5, Missouri
- Crozer Theological Seminary, Bucknell Library, Chester, Pennsylvania
- Cumberland Presbyterian Theological Seminary, McKenzie, Tennessee
- Divinity School of Drake University, Des Moines 11, Iowa

Divinity School of Duke University, Duke Station, Durham, North Carolina
 Divinity School of the Protestant Episcopal Church, 4205 Spruce Street,
 Philadelphia 4, Pennsylvania

Divinity School of the University of Chicago, Chicago 37, Illinois
 Drew University Library, Madison, New Jersey

Eastern Baptist Theological Seminary, Lancaster Avenue & City Line,
 Overbrook, Philadelphia 31, Pennsylvania

Eden Theological Seminary, 475 East Lockwood Avenue, Webster Groves,
 Missouri

Emmanuel College, Victoria University, 73 Queen's Park, Toronto 5,
 Ontario, Canada

Episcopal Theological School, 99 Brattle Street, Cambridge 38, Massachusetts
 Episcopal Theological Seminary of the Southwest, 606 Rathervue Place, Austin
 5, Texas

Evangelical Lutheran Theological Seminary, Capital University, Columbus 9,
 Ohio

Evangelical Theological Seminary, Naperville, Illinois

Facultad Evangélica Teología, Camacú 282, Buenos Aires, Argentina, South
 America

Fuller Theological Seminary, 135 North Oakland Avenue, Pasadena 1,
 California

Gammon Theological Seminary, 9 McDonough Blvd., S. E., Atlanta 15, Georgia

Garrett Biblical Institute, Evanston, Illinois

General Theological Seminary, Chelsea Square, New York 11, New York

Golden Gate Baptist Theological Seminary, Strawberry Point, Mill Valley,
 California

Gordon Divinity School, Beverly Farms, Massachusetts

Graduate School of Theology, Oberlin College, Oberlin, Ohio

Graduate Seminary of Phillips University, Enid, Oklahoma

Hartford Theological Seminary of the Hartford Seminary Foundation, 55
 Elizabeth Street, Hartford 5, Connecticut

Harvard Divinity School, Harvard University, Cambridge, Massachusetts

Hood Theological Seminary, Livingstone College, Salisbury, North Carolina

Huron College, London, Ontario, Canada

Illiff School of Theology, Ira J. Taylor Library, 2233 South University Blvd.,
 Denver 10, Colorado

Johnson C. Smith University, School of Theology, Charlotte, North Carolina

Knox College, 59 St. George Street, Toronto 5, Ontario, Canada

Lancaster Theological Seminary, Lancaster, Pennsylvania

Louisville Presbyterian Theological Seminary, 109 East Broadway, Louisville
 2, Kentucky

Luther Theological Seminary, 2375 Como Avenue, W., St. Paul 8, Minnesota

Lutheran Theological Seminary, Gettysburg, Pennsylvania

Lutheran Theological Seminary, 7301 Germantown Avenue, Philadelphia 19,
 Pennsylvania

Lutheran Theological Southern Seminary, Columbia 3, South Carolina

Mission House Theological Seminary, Route 3, Plymouth, Wisconsin
 Moravian Theological Seminary, Bethlehem, Pennsylvania
 McCormick Theological Seminary, Virginia Library, 800 West Belden Avenue,
 Chicago 14, Illinois
 McMaster University, Mills Memorial Library, Hamilton, Ontario, Canada

Nashotah House, Nashotah, Wisconsin
 Nazarene Theological Seminary, P. O. Box 6076, Kansas City 10, Missouri
 New Brunswick Theological Seminary, 17 Seminary Place, New Brunswick,
 New Jersey
 New-Church Theological School, 48 Quincy Street, Cambridge 38, Massachusetts
 New Orleans Baptist Theological Seminary, 4110 Seminary Place, New Orleans
 26, Louisiana
 North American Baptist Seminary, 1605 South Euclid Avenue, Sioux Falls,
 South Dakota
 North Park Theological Seminary, 3225 West Foster Avenue, Chicago 25,
 Illinois
 Northern Baptist Theological Seminary, 3040 West Washington Blvd., Chicago
 12, Illinois
 Northwestern Lutheran Theological Seminary, 116 East 22nd Street,
 Minneapolis 4, Minnesota

Pacific Lutheran Theological Seminary, 2770 Marin Avenue, Berkeley 8,
 California
 Pacific School of Religion, 1798 Scenic Avenue, Berkeley 9, California
 Payne Theological Seminary, Wilberforce, Ohio
 Perkins School of Theology, Southern Methodist University, Dallas 5, Texas
 Pittsburgh Theological Seminary, 616 North Highland Avenue, Pittsburgh 6,
 Pennsylvania
 Princeton Theological Seminary, P. O. Box 111, Princeton, New Jersey
 Protestant Episcopal Theological Seminary in Virginia, Alexandria, Virginia

St. John's College, 347 Broadway, Winnipeg 1, Manitoba, Canada
 St. Stephen's College, Edmonton, Alberta, Canada
 San Francisco Theological Seminary, San Anselmo, California
 School of Religion, Howard University, 2441 Sixth Street, N.W., Washington
 1, D. C.
 School of Theology, Anderson College and Theological Seminary, Anderson,
 Indiana
 Seabury-Western Theological Seminary, 600 Haven Street, Evanston, Illinois
 Seventh-Day Adventist Theological Seminary, Berrien Springs, Michigan
 Southeastern Baptist Theological Seminary, Wake Forest, North Carolina
 Southern Baptist Theological Seminary, 2825 Lexington Road, Louisville 6,
 Kentucky
 Southern California School of Theology, Claremont, California
 Southwestern Baptist Theological Seminary, Fleming Library, Box 22000, Fort
 Worth 15, Texas
 Starr King School for the Ministry, 2441 LeConte Avenue, Berkeley 9,
 California

Temple University School of Theology, Broad Street & Montgomery Avenue,
 Philadelphia 22, Pennsylvania
 Theological School of St. Lawrence University, Canton, New York
 Theological Seminary of the University of Dubuque, Dubuque, Iowa
 Trinity College, Toronto 5, Ontario, Canada

Union Theological College, Vancouver 8, British Columbia, Canada
 Union Theological Seminary, Broadway at 120th Street, New York 27,
 New York
 Union Theological Seminary in Virginia, 3401 Brook Road, Richmond 27,
 Virginia
 United Theological Seminary, 1810 Harvard Blvd., Dayton 6, Ohio
 University of the South, School of Theology, Sewanee, Tennessee

 Vanderbilt University Divinity School, Nashville 4, Tennessee
 Virginia Union University School of Religion, 1500 North Lombardy,
 Richmond, 20, Virginia

 Wartburg Theological Seminary, Dubuque, Iowa
 Wesley Theological Seminary, 4400 Massachusetts Avenue, N.W.,
 Washington 16, D.C.
 Western Theological Seminary, Beardslee Library, Holland, Michigan
 Wycliffe College, Hoskin Avenue, Toronto, Ontario, Canada

 Yale University Divinity School, 409 Prospect Street, New Haven 11,
 Connecticut

CONFERENCE VISITORS

Anderson, Ardis
 Brulend, O. Y.
 Carhart, Jayne O. - Iliff School of Theology
 Luhzing, Mrs. Erika
 Nida, Melvin G. - Alfred University School of Theology
 Ringering, Joyce - North American Baptist Seminary
 Rossin, D. F.
 Sihler, Ernest W. - Luther Theological Seminary
 Suelflow, August R. - Concordia Historical Institute

