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SUMMARY OF PROCEEDINGS
SIXTH ANNUAL CONFERENCE

AMERICAN THEOLOGICAL LIBRARY ASSOCIATION

Louisville, Kentucky

June 10-11, 1952

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Tuesday, June 10, 10:30 A.M. (President Raymond P. Morris, presiding)

DEVOTIONS

Dr. L. H. Elliott
Southwestern Baptist Theological Seminary

REMARKS OF WELCOME

Leo T. Crismon
Southern Baptist Theological Seminary

THE LIBRARIAN AND INSTRUCTION

Arthur W. Swann, Librarian
Garrett Biblical Institute

Ever since libraries have been a part of this world's existential situation, their major accepted purpose has been of an educational nature. They have been collections of recorded materials assembled and organized so that both posterity and the present might have information on which to develop their total knowledge, accumulated skills and dominant attitudes.

Self-education and directed education both have invariably called for some storehouse of wisdom in fulfilling their ends. Directed education means schools. The direction in directed education is instruction. The classroom teacher is the primary instructor, but direction comes from other sources as well.

The structure or framework within which any area of instruction takes place limits the directive efforts, that is, the curriculum pattern is a part of instruction. The physical facilities provided for the functioning of the primary instructor limit the nature of his efforts, i.e., in some classes he may lecture but not demonstrate. The school plant is a part of instruction. In our view, however, the realm of the materials with which the teacher works, from which he gathers his information and through which he directs the attention of his students' study efforts, looms large as a serious limiting factor in the efforts of the teacher to teach.

In short, the nature of the library upon which an educative venture depends is a directive factor in that educative process; hence, the person charged with the responsibility of the nature of that library plays an important role in whatever instruction is dependent upon that library. The librarian is an instructor.

Even in such a group as this, when the library becomes the topic of discussion, there is almost invariably a certain diversity of opinion as to the meaning of that term which is the center of the discussion.

To some the term Library calls to mind a collection of books, accepting one's own understanding of what constitutes a book. Etymologically that is sound, but patently insufficient. That collection of books which constitutes a library might be small or large, an accidental accumulation or a planned gathering, a publishers presentation (as The Library of Living Authors), or a true collector's pride. It might be assembled for use or for worship. One might even construe that last term to connote the interior decorating aspect of fancy binding display sometimes seen. We do distinguish from a library the collection of books for sale in a bookstore and the collection of books for purely preservation purposes in an archives collection.

In some groups - not represented here, I hope - the word library would bring to mind a building down town, one of the public ones, or perhaps a room somewhere designated for some special purpose having to do with books. This idea that a library is a place is one difficult to supplant in the minds of many individuals. This idea is associated, in school situations, with a view of the library as merely another academic division, paralleling teaching or research departments, competing with them for attention from the administration and for funds.

The library in a school rather is the assisting colleague of all departments, and attains what stature it has by its overall breadth, breadth which should match that of the school's entire program.

These views of the library which I am condemning are in physical terms and are uniformly unsatisfying in their incompleteness. Our definition in terms of function will, I hope, be better.

The library in schools such as ours is a mechanism, the mechanism by which the institution makes available to the members of the school community (students, faculty, alumni and friends) teaching and learning materials supplementary and accessory to the regular classroom materials and activities.

I'm saying that the library is not a place, nor a thing, but rather is a system of processes - using materials to be sure, and having a place for operations also - but primarily giving service toward an end, being directed toward the fulfilling of a specific purpose.

While it is an accepted fact that the classroom program (the curriculum) is the primary means by which a school fulfills its purpose, I think I'm not out of order in suggesting an interpretation of that fact that puts emphasis on the library function. Classroom procedure includes lectures, demonstrations at scheduled intervals, textbook assignments frequently, etc., and at regular or irregular times gives impetus to work to be done independently outside the classroom, chiefly in the line of papers and reports. The library is the focal point for the preparation of these secondary learning activities. The library serves as an assistant to strengthen all the teaching departments of the school. The library serves the total school as the custodian of materials, gathering them, storing them, and making them readily accessible on demand.

If we may turn for a moment to consider briefly the purpose of such schools as ours, we'll turn back shortly to the library with yet another appreciation of its significance. The avowed primary task of my own institution, for example, quoted from its catalog is "the training of men for religious leadership, with special emphasis on the pastorate." Various studies on the relation of the seminary to the pastorate have demonstrated the need within the pastor himself for creative initiative rather than pure knowledge itself of any seminary discipline, neither Theology, History, Biblical interpretation, or the newer fields of sociology or psychology. (This does not exalt the practical field, but it does justify it.) The seminary program should have in mind then the stimulation and development within the student of the seeds for self-directed and self-stimulated creative action, using whatsoever materials the pastor (once a student) can garner. He needs skills in his ministry as well as factual knowledge of the historic seminary subject matter. Our curriculum reflects all that. The skill, though, on which any and all subsequent growth is based, is that of individual study with only one's own head-work as guide.

Our own Dr. Elliot in one of our earlier meetings said it this way:
 "Teaching is causing to know. The purpose of the educative process is not primarily to store the mind with factual knowledge,

although knowledge is power, but to train the mind to reflective thinking and critical judgement, to condition the mind to functional maturity, to grow in wisdom."

In the distant days of the pastorate, when seminary has receded, there will be no brilliant and inspiring professor of the classroom, no comforting or consoling (spelled counseling) elder statesman of the church to indicate a next step. Even the notebooks of wisdom, scribbled in haste and transcribed with care will be packed away or discarded. The text-books will be outdated and as dry as they would have seemed originally without the inspiration of the teacher and the competitive stimulation of classmates. No, my friends, what will be left will be the man, and his own books, and his attitude toward them. His library and other available libraries will provide the core of subsequent professional development. How important, then, seems the library experience of the student during the time he is establishing his ministerial pattern.

The importance of a good library attitude on the part of the minority of our students who are destined for the non-pastoral ministry could be easier demonstrated. For those in the work of higher education, the implications are obvious.

Professors in institutions of higher learning, by and large, have been observing and forging a changing attitude on their own part and on the part of their students toward the library and its place in the educational scene. At about the peak of the period of change, in 1940, was issued Harvie Branscomb's Teaching with Books, a study of college libraries sponsored by the Association of American Colleges and the American Library Association and financed by the Carnegie Corporation. We are all familiar with this book.

The thesis running through his volume is that the primary task of the college library is to provide certain facilities for and to aid in carrying out the instructional program of the faculty. This I have already indicated in the seminary situation. Other functions such as the provision of reading materials along non-curricula lines and of books for faculty research, though desirable and important are secondary to this main task. Yet for various reasons the program of the library and that of the faculty were frequently not a unit. There was lacking a sense of common purpose and, consequently, attention to the problem of the most effective coordination of effort.

Librarians were aware of this lack of integration and wanted to see the "gap" as it was often called, bridged, and would go to almost any length toward that end. The matter, however was not one merely of good-will. It involved certain administrative steps directed toward uniting the efforts of instructors and librarians so that the educational program would function as a single unit. It involved also modifications, in emphasis at least, in the program of many libraries, and a greater concern for student reading and interest in library matters on the part of many faculties.

The changes which Branscomb chronicled in the progressive institutions and predicted in other situations wherein the library "came alive" can be mentioned briefly. (This review is in order I think, since our several libraries are scattered over his route of change.) The outreach of some of his suggestions surprised many, but his accuracy in the situations of full development now is appreciated.

The first step was questioned but little. 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.

The problem was one of achieving for the librarian, as librarian, an organizational position corresponding to the centrality of his responsibilities. The values resulting from such arrangements were not only a fuller cooperation with instructors in the library aspects of this work, but also a more intelligent understanding of the relation of the library to the large issues and efforts of the institution.

The second approach to the problem of integrating library management and educational ends came from the library side. It consisted in reworking the program of the library from the point of view that the primary concern of the library, as well as of the rest of the college, was the effectiveness of the courses of study. Too frequently even when this point of view was accepted, there was a passive acquiescence, rather than a positive program.

The familiar library program had been one of securing more and more facilities, a program which no one could deny to be essential for effective work. But if its objective do not look beyond this, or if these further ends are conceived to be in the hands of other branches of the college, the facilities secured will always remain to a certain extent potentialities rather than active instruments of education. So far the library itself is concerned a program conceived in terms of facilities rather than more fundamental ends is all too likely to become enthralled in its own processes and resources.

A third result of a fuller acquaintance with the courses and their objectives was a more adequate assistance in connection with reports and special assignments like term papers. In the first place, every step toward a freer and more active cooperation between the library staff and the teaching groups make it easier for the former to report to the latter difficulties encountered by students in their effort to carry out assignments.

The emphasis on the reserve book program and the customary distribution of prepared-in-advance course bibliographies evidences our faculties' participation in the above mentioned pattern of change. The bibliographies being prepared in relation to one's own institution's library give the student assurance that the books are available for the student. (Nothing bothers me more than seeing a bibliography in the student's hand containing references to material in the professor's own or in other libraries, material which the professor has made no effort to suggest for the institution's library.)

A closer cooperation yet could exist when the teacher and student meet together in the library to search, find, and jointly evaluate for the purpose of the student's own situation the materials of scholarship.

The library's function through all of this moreover is more active than it may seem to be. The traditional function of gathering, preserving and disseminating the recorded knowledge of mankind assumes an intriguing character. The processes of determining within the potential range of a library's interest which material should be gathered, the techniques of acquisition and preparation, of making the material to serve its fullest capabilities, to protect it from its enemies so that it can stand ready to serve all subsequent users, these processes are not automatic. They are not mystical but are recurrent with multitudinous variation, demanding withal accuracy in the extreme and a certain degree of speed.

In the library's effort to serve as the handmaid of the entire institution in preserving and servicing accessory instructional materials, we can well consider

the physical content of libraries. Library materials can be almost boundless in scope. Traditionally libraries housed "books". Books presupposed a peculiar format, being printed paper, bound according to certain conventions.

Functionally a book serves to preserve a concept or idea which one individual wishes to communicate abroad for some subsequent reception by another individual, at the wish and desire of the user. Books, only from the fifteenth century on served that purpose, yet they are the backbone and the straight-jacket of our libraries. Now there are many other media performing the same function as books,** insofar as they are materially reasonably permanent, are legitimate library material. Pamphlets, maps, records, microfilm, film strips, slides and even moving pictures can be incorporated into a functioning unit, which can be called an "accessory teaching and learning materials center" or for convenience a library. It is our opportunity as librarians to attend to the supervision and servicing of these instructional materials; to care for them and their equipment, to instruct users and operators. ** (see correction at end of report, page 50)

There are secondary, and tertiary, and even quaternary functions of the library which certainly should be included in such a discussion as this.

Nothing has been said thus far on the subject of instruction in the use of the library. This constitutes perhaps the most familiar answer from the library side to the problem of integrating library and classroom work. The argument made for special courses is both specific and general. In the first place, each library in our extensive educational framework has its own special characteristics which assume increasing importance in the higher educational levels. Catalogs vary. Book arrangements are unique. The various bibliographic aids to knowledge are or are not found. How to use them, or how to get along without them in a certain library are educational techniques possible of sharing. Unless students are given specific instruction on these topics, they can spend considerable time in a school unable to use the facilities which the school has acquired at great expense for their use.

In the second place, it is argued that such training provides one with a technique for getting at knowledge, without which one would be at a disadvantage throughout life. The world of print nowadays is so voluminous that one must work in libraries, not with single volumes. Courses, even, in library use justify themselves as a necessary equipment of the educated citizen. It is a mistake to assume adequate previous experience on this score.

"That many students are confused by the developments of modern libraries goes without saying," and here I am quoting Branscomb. "Two questions raised by the fact are more difficult to answer. One is whether or not library practice, evolved in connection with much smaller book collections, has not become too elaborate and complex. The card catalog is a point in question here. When catalogs begin to run into millions of cards, the question cannot be avoided whether or not we are trying to supply too much information by this means." This example shows the dual nature of our situation; education of students on one side, simplification of our procedures on the others. Efforts in both directions are indicated.

The second question is that of the best way by which the needed informing can be done. The question divides into two parts: Introductory information, and the more advanced work in the bibliography of special subjects. Nothing could be more useless or deadly to the intellect than to memorize the names of bibliographies or other guides for which the student feels no need and has no interest. It is certainly sound pedagogy to postpone the latter work until a need for the material is beginning to appear.

There is of course no one and only method, since information can often be imparted equally well by more than one means. The two most common methods - aside from an introductory tour of the library quarters by beginning students usually too dazed to take in much - are through some required course in the general curriculum, or through classes or conferences conducted by the library staff. Neither of these latter methods has been explored to the fullest by many libraries and faculties.

Now there comes the opportunity to mention certain special library centered courses. Several of you who hear this are the ones responsible for this development in seminary curricula. (I hope you will share with us your experiences.) Courses offered deal in general with the advanced bibliographic matters alluded to previously, but the range of specific courses varies from Method of Research and Study to The History of Written and Spoken Communication to Book Selection for the Minister's Library. Each of these is offered in the effort to make the student's seminary career more rounded and perhaps incidentally to bring the librarian through his teaching into a closer relationship with his fellow teachers.

In returning to my definition of the library as the mechanism by which the institution makes available to the members of the school community (students, faculty, alumni and friends) teaching and learning materials supplementary and accessory to the regular classroom materials and activities, we are reminded that we in the library and in the school have responsibility to others than the students. The faculty first demands only occasionally a "teaching function" from the library. Our faculties are, as are most modern day scholars, library conscious and are skilled in the techniques of using the library in their study and teaching; but there are some seminary instructors to whom the suggestion that he read Branscomb's Teaching with Books would not be out of place. A further teaching function that a librarian might provide to faculties comes from experience at working with the field of publishing and publications. Publishers operating methods and the intricacies of copyright for two examples can spell the difference between success and ruin for an unwary author.

The service field of alumni and friends, through direct library service and through extension service by mail, calls for little that can be called instruction, except for the guidance of selection, where choices are not specific, and the over-the-counter reference service, which has no limits in its types of demands. Extension service by Seminary libraries has reached the point that mention of it is included in the preliminary draft of Standards for Theological Libraries to be presented for adoption tomorrow at the meeting of the American Association of Theological Schools. "Where possible and appropriate, the library should assist its graduates (and other non-campus religious leaders) by providing a lending service on an extension basis."

In closing, I'm going to let my summary be a portion of the preamble and first section of that same set of Standards for Theological Libraries:

"The ideal library is the study center of the school. It concerns itself with the effectiveness of the educational program of the school; indeed, it is a creative resource in the implementation of such a program. It is a colleague of the classroom. Beyond its capacity in serving as strictly an educational tool, the library as an integral part of the total program of the school is also concerned with the fullest personal development of the Christian leader."... "The administrative officers of the school, the faculty and the library staff should be alert to the central importance of the library in the life of the school. These three groups should function together in initiating, executing and judging the total library program."

Discussion on Paper led by Edward Starr

An animated discussion was carried on covering problems such as how the professors can infect the students with the thirst for knowledge; the introduction of the students to the library; book buying for faculty needs as well as students; discarding of materials; how helpful is the card catalog; compiling of bibliographies use of browsing rooms; and instruction in library courses given by the librarian.

Tuesday, June 10, 2:00 P.M. (President Raymond P. Morris, presiding)

BOOK SELECTION AND INSTRUCTION

Decherd Turner, Jr., Librarian
Perkins School of Theology

The theoretical relationships of book selection and instruction are clear in all library literature. Acquisition is derivative from the curriculum in either its realized or proposed states of being. Ultimately, there is no great distance between the facile statement of Drury's that "The high purpose of book selection is to provide the right book for the right reader at the right time" (1) and that of Wilson's "The size and nature of present holdings, the nature of the curriculum, the methods of teaching, the nature and extent of the research program, the number and kinds of students, the size of the faculty, and the physical organization of the library are matters that inevitably enter into consideration in the formulation of an acquisition policy." (2) When these statements, one concerning the role of selection in the public library and the other in the university library, are applied to the theological library, the broad outlines of the patterns fit well. Corroborative light is shed by the AATL-ATLA sponsored statement, Standards for Theological Libraries, Section III, "The Book Collection," which says "The purpose of the institution which the library serves, the nature and scope of the instructional program which the library aims to support, and the situation of the library with respect to other book collections readily available largely determine the needs of a library in a given situation." (3)

The purpose of the seminary finds its expression in the curriculum, which in turn becomes the bed-rock of any program of book selection. Therefore, one can easily speak of the curriculum as determinative in any program of acquisition. No such ease prevails when one tries to elicit a definite acquisition policy from the status of the curriculum. This is particularly pointed in the field of theological schools, where no self-satisfied curriculum has been evolved. Athena could spring full grown from the head of Zeus because Hephestus was there with his ax to act as midwife. From our particular perspective in this paper, a full grown policy of book selection is still a dream simply because no adequate Hephastian curriculum is as yet present to give incisive expression to the ideals of the parent.

We must dwell at some length upon this point because of its critical nature in any attempted judgment of the adequacy of our libraries, both in present holdings and in policies of accession. The beginning point in any discussion of the curriculum is, of course, the four volume set The Education of American Ministers

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1. Drury, F. K. W., Book Selection, Chicago, A. L. A., 1930, p. 1.
 2. Wilson, L. R., and Tauber, M. F., The University Library, Chicago, U. of C. Press, 1945, p. 304.
 3. p. 3

(N.Y. Institute of Social and Religious Research, 1934, 4v). I am assuming that all of you here have long ago worked and reworked its pages. Years have passed since this particular gathering of information, and during that period the curriculum battle has continued to be joined with little surcease. One can regard as a phenomenon of the first degree the report of the Curriculum Committee of the AATS made in 1940 thus: "Conclusion: In a word, your Committee on Curriculum has labored and brought forth a rather unusual report, namely that there has been a two-year period of relative quiet on the curriculum front." (4)

One can read into this a bit of nostalgia for the old battle which soon revived. In any survey of the literature of the past decade on the theological curriculum one can detect a tendency to by-pass the old discussion upon an "either/or" proposition of professional or vocational education. Rather, the discussion turns more and more upon the broad fields of relevancy and integration.

Some of the juiciest morsels in theological journals come from this discussion. In 1942 we read: "It is not surprising that the theological curriculum shows a painful lack of coordination. In this respect it reflects the situation of higher education as a whole. In both cases disunity springs out of the fractionalized, piecemeal quality of our culture." (5) This conclusion had been prefaced by such arguments: "The relation of the practical departments of life and work is more obvious -- sometimes, in fact, too obvious. What has happened in some theological schools is this: The practical department has had dumped upon it the whole responsibility for teaching the student the relation of all the other disciplines to the ongoing life of the church. From these other fields, however, the teachers in the practical departments have received little, if any, guidance as to what is the contribution of say, the Bible, or church history, or theology to the Christian life. Small wonder, then, that the tendency in many of the practical departments has been to ape the autonomy and self-sufficiency of the theoretical departments. So the blind follow the blind, and we occasionally witness the sorry spectacle of professors of practical theology devising their methods with minor reference only to the subject matter and methodologies of the content courses." (6)

1948 brought no abatement in the cry. "Religious leaders must have working beliefs and practical skills -- something more than a collection of historical data, fluency in discussion of abstract ideas, and fine-spun theories. Instead of condemning sins in general, painting idealistic pictures, and exhorting people to be good, they must study the daily lives of people, discover the growing points, know their allies, and work intelligently and cooperatively with young and old.... Their whole program must be thought of as an educative process, and it must be planned to condition behavior in the total process of modern living." (7) "Sometimes the seminary seems to be a department of archaeology rather than a field of modern ministry. Frequently, a seminary is a collection of unrelated courses given by professors who live in isolated realms of thought, where students are left to weave together what they can for the tasks that confront them. Until every faculty member learns to work as a team with his colleagues, each respecting the other's part in the total training program and everyone working with carefully specified objectives, there must be constant conflict and waste of power. Until

4. 12th Biennial Meeting, June 5 - 6, 1940.

5. McGiffert, A. C., Jr., "Next Steps in Theological Education," Journal of Religion, 1942, Vol. 22, p. 408.

6. Ibid., pp. 398-399.

7. Chave, E. J., "Religious Education in a Liberal Seminary," Journal of Religion, 1949, Vol. 29, p. 127.

radical changes are made in curriculums and methods of training, graduates cannot be expected to function as they ought." (8)

Another attitude had earlier presentation. "The peril of the demand for the practical in Biblical research is of long standing . . . this situation seems to me to have been reached today and to be tincturing our whole discipline . . . To me this emphasis is utterly false and vicious. That many theological and Biblical students might profitably be encouraged to be better men with more vital religious inclinations and less cant, I do not question . . . As a historian of the New Testament, however, I do not consider it a whit more my task to temper the wind to shorn and mangy lambs or to distort my findings for fear of undermining stubborn credulity masquerading as simple babelike faith than it is the task of my colleagues in the chairs of mathematics or comparative anatomy in the nearby university." (9) "I shiver at the type of student we seem to be attracting. Granted that many of them will make faithful and not ineffective pastor; but where are the men to come from to do the work which is singularly elusive to the man whose professional equipment does not extend beyond a round full voice, the ability to provide an hour's retreat from reality once a week, and a perspiring readiness to apply his monkey wrench to all sexual maladjustments in his larger parish?" (10)

Quotations could be multiplied at much greater length to illustrate the existence of what is hoped to be a fertile churning of curricular thought. Librarians take great delight in this mutual exposition of departmental foibles, having long been familiar with their various manifestations. The desire of the AATS for a new survey of theological education and such beginning attempts as the joint questionnaire of the AATS and the AATLA are portentous of possible resolution of some of the conflicts.

By the foregoing circuitous route, we can return to the particular question at hand. A completely intelligent policy of book selection depends upon an intelligently integrated curriculum, and to try to construct the former without the latter smacks somewhat of "building castles in Spain." But, in spite of the apparent difficulty, we cannot rationalize away our responsibility for evolving some type of selection policy. This is so for two reasons: 1) we must give some accounting of our stewardship of the book budget; 2) a fully satisfying and integrated curriculum would be upon the moment of becoming so, a dead thing. Completely defensible book selection can only come when it reflects a completely integrated curriculum; the former can never be without the latter. Since the manifestations of growth would suggest that such will never be, we must give up the search for a pat equation to judge our accession programs.

The background of our present problem is not complete without another look at the past decade in a distinctively "library" light. The decade 1940-50 was

8. Ibid., p. 128.

9. Enslin, M. S., "The Future of Biblical Studies," Journal of Biblical Literature, 1949, Vol. 29, p. 127.

10. Ibid., p. 11.

unique in the field of book selection. The war years brought a great decrease in both domestic and foreign book production and availability. This was accompanied by a corresponding period of relative financial ease for theological libraries. In many cases, substantial book fund surpluses were built up. After the close of the fighting, the used market opened on a grand scale. Want-lists which had been gathering dust for years were retired with "mission completed" in an amazing manner. This was compounded out of availability on the one hand and a generous budget, either from previous surpluses or new special grants, on the other. Likewise, production of new materials made an amazing and swift recovery. Many private libraries, some of the best in the world, came to our schools during this halcyone period. This was not a new phenomenon; in fact, it was only a repetition on a much larger scale of the aftermath of World War I. The Supremacy of the American dollar in immediate post-war economy was the dominant factor in this buyers' market.

This frenzied period was accompanied on the domestic scene by the proposed transition of many theological schools from the B. D. level of work to that higher graduate work. This further pressed the librarian to buy with zeal. Very little time was given to any suggestion that perhaps some of the old want lists of a library, or even the listed holdings of another library, was the best possible scheme to follow in the local situation.

Now the present decade (1950-) presents an entirely different picture. The dollar is inflated at home; it is inflated abroad. If the world's antagonists don't start throwing the atom bomb around too soon and bring our decade to a premature end, it will be written in completely different terms in so far as the field of book selection is concerned. The decade 1940-50 presented a milieu which was not provocative of reasoned selectivity. In the period of scarcity, our selection was already made for us; in periods of abundance the combination of the goods plus the budget to cover them, produced inflated selection. Now we have moved out of an era of great numbers of monumental sets in the market to a period of an occasional set. We have also moved definitely back into a period of financial scarcity --- not of amounts, rather a scarcity produced by inflation.

If this exercise were to take a text, it would be in the well chosen words of J. Periam Danton: "It must be evident that book selection is no passive, self-motivating activity which can be accomplished by a pious wish on a wave of the hand; it required time, knowledge, intelligence, and, above all, the will to do. This last cannot be overemphasized; without it, the presence of the other factors is worth nothing". (11)

Before we turn to the factors which might be considered for a canon of selectivity, it would not be completely banal to remark upon the "will to select." No matter how small the budget, or how large, we must never confuse accessioning and selectivity. Just to add books usually does little good; to add "selected" books is an entirely different story. The will to add the best along all levels of needed materials is the one sure way of retaining library health. It is an

11. Danton, J. P., "The Selection of Books for College Libraries; an Examination of Certain Factors which Affect Excellence of Selection," Library Quarterly, Vol. 5, p. 435.

exercise that helps all levels of library practice. If one is to choose wisely, he must certainly use the better bibliographic tools; he must read good reviews, and spend nights with surveys of various fields. He must know what he already has and certainly he must know what he wants. From a more utilitarian standpoint, the librarian who is alert to the needs of his institution can detect ways of so building the case for the particular need at hand that the administration or patrons will also be convinced; and the expensive set, or the single volume, can be added through special means. But the vision extends beyond this --- it extends to the complete amplification of the purpose of the school. The bar of judgment in a theological library rests in the librarian's heart --- no other place. If he is to receive the accolade of "well done, good and faithful servant," he must give it to himself, because only he knows whether through the years or months he has consistently fought the battle of selection as well as he know among the mass of materials available. If he has, it is a job well done, and he knows it; if his selection activities have been passive, then even sleep will not knit his raveled sleeve of care.

No amount of sophistry will eradicate the fact that more book selection is done by the size of the budget than any other factor in the picture. But selectivity is critical on all levels. All budgets are relative. The large budget bears the same relative responsibility as the small one, neither being large enough to afford mistakes or even an occasional guess.

In this we must keep at all times the weight of our responsibility commensurate with the matter of time. Time is the theological librarian's most precious commodity; and there are far too many cases among us where proper selection must be by-passed to serve the immediate demands. Without waxing further on this loaded situation, we can only find resolution by doing the best we can.

If not already understood, please do so now. This is no presentation of assured conclusions. After all ". . . Library science is something that should be much broader than current library practice . . ." (12) The canon of book selection for theological libraries is still to be devised. We are still in a plastic state; we are not hedged in by a Shaw or a Mohrhardt list. I trust that we never will be. We all welcome lists; but lists are seductive. Too frequently does an authoritative list mould the library to it, rather than the list being adapted to the library. "Lists of books --- however excellent in themselves and however carefully compiled --- are, of course, rigid in structure and soon become out of date; being retroactive rather than prospective, they are of no help in the future selection of current books; they offer no principles for the selection of books; and they assume, as far as their use is concerned, that the various book needs of all libraries to which they are applied will be very nearly the same." (13)

Here we are not searching for a "fixed" policy of selection. We are looking for an "examined" policy of selection --- one that has been evolved out of a critical turning of all factors germane to the exercise of selection.

12. Wilson, J. R., New Frontiers in Librarianship, Chicago, Graduate Library School, University of Chicago, December 30, 1940, p. 20.

13. Danton, Library Quarterly, 1935, Vol. 5, p. 420.

The logical starting point of such an examination is with the selector or selecting agency. The AATS-ATLA Summary of Statistics in question 7.8 asks "What is the usual procedure in determining book purchases?" Out of a total of 73 institutions, 72 honor the book requests of individual instructors; 36 the requests or authorizations by the Library Committee; 38 the decisions of the librarian or library staff alone; 11 use other deciding sources. This seems to be a rather healthysweep of possibilities, with a combination of selection interests operating in all schools. There are questions that this group of possibilities raise. For one, does the presence of a combination relationship in selectivity tend to produce a better selected library? We are limited in judgment here because of the lack of documented studies in our field on the subject. However, in a doctoral dissertation by J. Periam Danton entitled The Selection of Books for College Libraries: an examination of certain factors which affect excellence of selection, some rather revealing things are brought to light. I realize that Mr. Danton's study was based on a restricted group of liberal arts colleges whose libraries possessed fewer than 50,000 volumes, and furthermore that the study was made 17 years ago. However, some of his findings commend themselves to us as being relatively close to describing some of the situations in our institutions. In treating the matter of the person or persons responsible for selection, and in particular, the matter of faculty selective activities, he reports: "The existing tradition of book selection in the small liberal arts college, whereby the chief responsibility for curricular books is left largely in the hands of the members of the instructional staff, should theoretically result in well-rounded book collections, inasmuch as the faculty members, as a group, represent all of the fields of knowledge in the college curriculum. That it does not do so may be explained by the fact that faculty members vary greatly in the interest in book selection, their willingness to spend time and effort in selecting books, their personal use of and need of books, their ability and training as book selectors, and by the fact that, even with optimum conditions in these respects, the faculty member is quite naturally primarily concerned with the acquisitions of books useful or necessary for the teaching of specific courses, rather than with the building up of a book collection which is a well-rounded part of a unified, coordinated whole." (14) One could substitute the words "theology professors" for "members of the instructional staff" or its equivalent, and the situation would not read too differently in our institutions.

Book selection activities by the Library Committee did not come off so well in Mr. Danton's research, which at the same time indicated that among the high index libraries that there was a larger proportion of faculty members on an individual basis concerned with the problems of book selection. "The specialized knowledge of different subject fields can and should be provided by the faculty as a whole who will thus cooperate in the selection of curricular books; the selection of reference and general reading materials should be left to the person employed, trained, and with the requisite time to do so; in both instances the presence of general book selection activities by the library committee is unnecessary, unwise, and an intrusion." (15)

14. Danton, J. P., The Selection of Books for College Libraries: an examination of certain factors which affect excellence of selection, Ph.D. dissertation, Chicago, Graduate Library School, University of Chicago, 1935, (other references in this paper have been made to the article in Library Quarterly, Vol. 5, 1935, where Mr. Danton presents the substance of his thesis), p. 96.

15. Ibid., p. 55.

Danton's thesis is that, obviously, there is a direct relationship between selection exercises lying in the hands of a competent librarian and a good collection. This was supported by the deduction: "It is further apparent that in all of the higher index group, but in only four of the low index group, the librarians are definitely responsible for the systematic growth and development of the library collection and that in three of the low index group the librarians have no chief responsibility whatsoever for selection." (16)

The inference is clear. Mr. Danton's evidence so thoroughly corresponds with our experience that there is little doubt of similar conclusions in our own field.

The best we can say is that the responsibility of the librarian in book selection is great. He should rely on the specialized knowledge of the teaching staff; yet he ultimately carries on his shoulders the building of a collection that avoids painful gaps. Yet, the filling of gaps, or preventing their occurrence, is a negative type of selection. The frontier of the theological school is in the library; it is in this pioneering area that the librarian of ability can best express the personality of the school. But to command a facile knowledge of the growing edges of scholarship is to have set oneself upon a rigorous and unrelenting schedule of reading and study.

Where do we turn to learn how to make proper selection? The wealth of review material is so overwhelming that we can only mention a few of the sources that are available as aids in making judgment. Religious Book Previews, a new quarterly, differs from the critical reviews of other journals in that the previews are presentations by the authors. The main purpose is to describe what is in the book. In the first issue, January, 1952, 35 new titles were presented. This will prove to be an invaluable aid. In the Publishers Weekly, the "Weekly Record," which "aims to be a complete and accurate record of American book publications in the week of issue," will aid in getting a consideration list together for future judgment. Publications of societies give generous book review coverage such as the Journal of Biblical Literature, Journal of Bible and Religion, Journal of Near Eastern Studies, Journal of the Royal Asiatic Society, Journal of the American Oriental Society, etc. Of course, Theologische Literaturzeitung is an old horse in the field --- its pace has changed somewhat, I admit. However, it is a source that cannot be by-passed. The Journal of Theological Studies, and the American Theological Review give some good coverage to both English and foreign titles. The ZBW and the ZaW give rather nice annotations, and some long reviews. Their lists of society and periodical publications are most helpful, particularly if one is buying only a few of society or institutional publications. The "Bulletin des publications hagiographiques" of the Analecta Bollandiana lists and reviews monographs, dissertations, etc., belonging to the field of hagiography. Foreign titles predominate, with some English. The reviews are largely in French. Biblica, very much like the Revue d'histoire Ecclesiastique, gives a good classified bibliography of items in periodicals, books, Festschriften, etc. The "Bulletin de Theologie Biblique" of the Revue des Sciences Philosophiques et Theologiques gives a good running commentary on some of the better current publications. In its

"Recension des Revues" a good coverage of current periodicals is given. The symposium type of review in the Pastor is superb. Biblio makes good usage as a French "CBI", and helps in building a consideration list. The Book List of the Society for Old Testament Study puts out an excellently annotated list of current items in its field. We could go on for a long time in recounting sources used to formulate decisions for book selection. Not all publications which contain reviews are of equal merit. Many reviews are infantile, and a waste of time for all concerned. However, having chosen some of the better periodical publications which contain reviews, one cannot afford to allow them to go to the periodical room before adequate attention has been given to their information on current publication.

The amount of time spent on selection activities is clearly related to excellence of selection. Judgment cannot be rendered cursorily. Frequency of selection varies with each schedule, but it would seem that setting aside a portion of each day for examination of current selection aids would be effective. However, unlike devotions, much book selection cannot be made in the solitude of the closet. Where does one become aware of particular needs? Is it not in our contacts with the teaching faculty, students, visitors, in the give and take in discussions about the work of the school? Selection aids if allowed to accumulate might be neglected if examined en masse.

What about primary sources and secondary sources? Any desire for a pat answer in the matter of primary and/or secondary sources cannot be fulfilled. The necessity for selectivity is as much a problem in the field of primary sources as it is commonly recognized to be in the field of secondary sources. In fact, selection is more critical in the field of primary sources because of the great amount of funds involved.

Superficially the assumption might be made that the question of purchasing a particular type of primary source will be the simple matter of deciding whether this type in question shall or shall not be acquired. Should the decision be in the affirmative, one still has some critical selectivity to exercise. At almost all levels, a variety of possibilities face us. For instance, the old horses --- the Migne Patrologia, Latin and Greek, are not the only possibilities in their field. The Corpus scriptorum ecclesiasticorum latinorum, or "Vienna Corpus," is the more critical edition of the Migne Patrologia, Latin. The Griechischen christlichen Schriftsteller der ersten Jahrhunderte is the more critical edition of the Migne Patrologia, Greek. What of the relative merits and extent of the counterpart of Migne in the Christian-Oriental writings in the Corpus Scriptorum Christianorum Orientalium, put out by the Catholic Universities of Louvain and America of the one hand --- and the Patrologia Orientalis, edited by Graffin and Nau, Paris, on the other? Shall we try for both? Certainly, if we go in for any of the above, we cannot afford to bypass the current work involved in the Reallexicon für Antike und Christentum, or the back issues of the periodical Antike und Christentum and future issues should it be reborn. Of one thing we can be certain --- no theological library can be caught without the Ante-Nicene, Nicene and Post-Nicene Fathers, as well as the Fathers of the Church, a new translation. These are only a few of the possibilities that face us. The phenomenon begins to demonstrate itself that in our field, we have "primary" and also "revised primary" sources.

In the Middle Ages, the possibilities are many. Which edition of Aquinas? If one is building a history collection, can he do without the Monumenta (German),

the Recueil des historiens des Croisades, or even Baronius' Annales Ecclesiastici? Can a choice be made between the older Mansi Sacrorum Conciliorum and the more facile Hefele-LeClerc Histoire des Conciles?

Selection becomes even wider in the Reformation corpus. Should one gun for the complete Corpus Reformatorum, or should one try to build on the basis of the individual writers, as possibly the Weimar Luther, which in turn is only one of a great many established editions (the Wittenberg, Jena, Altenburg, Leipzig, Welch, Erlangen, etc.). While there is not much question as to the primacy of the Corpus Reformatorum, Melancthon, the same is not totally true of Calvin. Without greater verbosity, the point is this: even the decision to purchase a particular type of primary material brings selection into high play. Of course, selection problems are partially resolved by the scarcity of some of the alternatives. On the other hand, very few young libraries can afford all the possibilities in this type of primary material, and thus selection must be made.

We will probably not be faced in our lifetime with a similar problem in selection in the acquisition of publications of the inscriptions and writings of the Ancient Near East. Archaeology has hardly started its task yet; much less has it had time to rework its materials. The greatest problem in this area lies in making a decision as to which field of ground to be covered and the smallness of the materials in comparison for the task yet to be done --- already the literature is of such size and expense that we need to decide whether we will enter the fields of Assyriology, or Egyptology, or a closely allied field. Few library budgets can stand the accession of a Corpus Inscriptionum Semiticarum and a Lepsius Denkmaler, or even the back files of the valuable Zeitschrift of the Deutschen Morgenlandischen Gesellschaft in the same year, or the same decade in many cases. Yet, the ultimate determining factor at this point will be in the decision of the administration as to how far it will go in the promotion of Near Eastern studies. The same is true, of course, of all fields.

What are some of the more obvious aids in making these critical decisions? In the cases of the above, no chance will be given to examine the sets in question; in most instances, it is a case of knowing what you want, and then getting it when you can. I have a pattern which I use. It may not be your pattern, and I hope that you will give your own suggestions so that I may improve mine. But in the above decisions, I find myself consulting the following types of tools: (1) survey books such as Thompson's History of Historical Writing, Dutcher's Guide to Historical Literature, and where applicable, Faetow's Guide to the Study of Medieval History. (2) The encyclopedias such as Schaff-Herzog Encyclopedia of Religious Knowledge which contains as amazing amount of "library" information, particularly as it relates to our subject field. The Catholic Encyclopedia is particularly valuable in judging medieval materials. The Jewish Encyclopedia is valuable for its particular field of interest. The Hauck Realencyklopadie is excellent for German items, particularly for the great wealth of items which were produced in the Mecca of theological scholarship at the turn of the century. (3) General books such as Schaff's History of the Christian Church has some amazing information in his sections entitled "sources." The same is true of a great many items in which the authors have been at some pains to describe their sources. (4) "Back-log dope." This is perhaps the ultimate decider with us all. It is compounded from our great love of the seductive footnote and "lists of sources" which we have examined in all our reading through the years. The

conclusions of any major work are really secondary to us; it is with an eye to the sources that we "case" most of the material which comes over our desks. This information gives a spirit to our decisions that puts firmness in the eye and a lilt in the voice when trying to persuade a reluctant administration or patron of the necessity for an extra appropriation for the particular item under consideration. (5) All previously listed investigations will certainly be tempered by the figures from the Summary of Statistics of the AATS-ATLA, where we find that an average of from 80 to 80.5% (Type II, III, IV respectively) of each school's graduates serve one denomination (Question 1.11). This shows a much higher uniformity of purpose exists than was imagined. This certainly offers some striking guidance as to what primary sources should have priority. Each denomination has its peculiar interest which can be traced to a whole corpus of primary materials. Striking is the difference between the schools in Type I and those in Types II, III, and IV in this respect. Only 30% of the graduates serve one denomination in Type I. The commentaries upon this situation are written in the differences in the libraries between Type I, and those in the other types. Questions 1.12 (Is your school connected with a college or university?) and 1.13 (Does your school have a working connection with other colleges or institutions in the vicinity?) have a vital interest to selection. There were 31 affirmative answers to question 1.12, and 59 to question 1.13. We thus ask ourselves if the item under question is one that will serve students and faculty in the other divisions or schools? Does the item give any support to a particular interest of a department? If the item is of sufficient merit, would it be feasible to try to work out a "sharing" of the purchase price on some equitable basis? In all these items mentioned, only a few of the great many aids for selection, it emerges clearly that there is no reason why we can't be adequately informed on the scope and value of an older work — particularly, on the publication of primary sources.

So far we have said nothing about the great number of facsimile Biblical codices, papyri, etc. Considering the place Biblical studies hold in our curriculum, a theological library is inconceivable that does not have at least a facsimile of one of the major codices; or at least holdings representative of one of the family of papyri.

There are many other considerations in the selection of primary sources which are deserving of some consideration. In some cases, I believe, we can prove the value of parting with a larger sum for the primary source because it will ultimately save us money. Is it not good business to go ahead and buy a decent edition of St. Thomas Aquinas, rather than be saddled with the necessity of trying to decide among the great flow of Thomistic materials which will build our textual holdings? After a great amount of time has been expended on such effort, a sum will have been spent in excess of the cost of a good complete edition. The same is true to a large extent in other fields also.

Would we ever purchase the library of a private scholar? This question is loaded because the scholar assembled his collection for individual and not institutional usage. The results of World War II put the libraries of a few of the greats of the world on the market, and many of us were, or in some cases still are, faced with the decision whether to purchase or not. Such cases cannot be generalized except that in a few instances this method of book collecting has transformed what was formerly just a collection of books into a library; in other

cases it has resulted in larger junk or duplicate piles.

Secondary sources form the larger portion of our work in selection. The constant battle against wasting precious balances on fluff is a never relenting one. The controlling perspective in this situation rests with the philosophy of buying in the primary source field. If committed to the building of primary materials, secondary sources can be much more critically judged and sorted. The merit of secondary sources in our field comes from the fact that a great portion of our students are militantly monolingual. Are these not some of the questions you ask yourself when considering the purchase of secondary sources: What sources has the author used? Do we have them? If so, I can do without this easier than I can if I don't have the primary works. In the latter case, does it cover a significant part of the primary materials which we lack: What language is it in? Is it an English translation of a standard foreign item? What field is it in? What course will it support? Is it the work of an "established" man? Who published it? When? What is its batting average on faculty requests? What does it cost?

What about books in foreign languages?

The great growth of Biblical studies, particularly in the Scandinavian countries, complicates the American theological library problems. The languages of theology have traditionally been Hebrew, Greek, Latin, German, and to a lesser extent, French. In any lengthy list of Biblical studies current today, there will be a generous sprinkling of publications from Uppsala, Lund, the Netherlands, etc. Italian contributes a share, especially in archaeological materials. To buy exhaustively in almost any field, one must accession items in a great variety of languages.

When one is faced with the selection of materials off the beaten path of the more regularly used theological languages, extreme caution should be the order of the day. There seem to be several guiding factors, however, which might be applied in helping to make a decision. (1) Is there an observable trend of productive scholarship in this particular language medium? The Scandinavian trend in Biblical studies is a strong case in point. Obviously, a mature production has already been established there, and the library cannot ignore this growth, or wait for total English translation. (2) In which field does the particular item under question fall? If it should fall in one which occupies a relatively secondary place in the school program, it would not make too much sense at this time to tie up funds in this item. If, however, the item falls into a major field of the school's program, it should be more heavily considered -- language capabilities on the part of the students may grow to it; faculty growth and study will demand it. (3) Is your institution geared for graduate work, either in fact or intention? If so, the necessity of obtaining strong items while they are still available precipitates a balance of favor in the selection examination. (4) Is the work itself really a strong contribution? It ought not to be necessary to say this, but there seems to be a common fallacy among a lot of students and faculty and librarians alike that if it is in anything but English, it is per se "scholarly." A cursory examination of almost any portion of the maze of foreign materials available today will reveal as high, or higher, a degree of junk as is available in English. Since, of necessity, we are committed to extract the highest possible usable coverage from our slender budgets, we must keep in mind possibilities of obtaining correlative works in English. The cheap formats of much foreign material, plus some strikingly high prices, make a great number of foreign items tremendously expensive. Immediate binding is necessary; even then the cheap paper has alarmingly transitory appearance.

Perhaps a certain amount of resolution can be found in adapting a middle-of-the-road policy on foreign items somewhat along these lines: (1) purchase the results of great cooperative efforts which contribute to the completeness of an interest already demonstrated in your school. Festschriften --- learned society annuals such as the Actes du Congrès International des Orientalistes, Qudtestamentische Studien, etc. --- monumental encyclopedias or reference tools such as the Old Testament Encyclopedia in modern Hebrew which has been started by the Bialik Foundation in Jerusalem, the Theologisches Wörterbuch zum Neuen Testament, etc. --- outstanding Bible translation programs such as the Benedictine Vulgate, La Sainte Bible (Ecole Biblique of Jerusalem), Das Alte Deutsch, etc. --- outstanding series of publications such as the Beiheftes of the ZNW, and the ZAW, the Meyer Kommentar, etc. --- all these are items which are standard to any good theological library. The work represented by these classics will remain for generations, and is deserving of the efforts necessary to obtain them now; (2) on separates, consult the faculty member most directly touched, avoiding the pitfall of allowing the unenthusiastic to prevent the purchase of a good item, or on the other hand, of allowing a disproportionate "hobby" program of buying to be dictated by another.

What is the relationship between book accessions and enrollment?

With theological enrollment bursting the seams of the schools, with more and more GI periods warring, with the continued rise in the cost of living, a much larger degree of dependence upon the library for book stock to support the study program is developing. This is bringing a crisis to an already thin budget. How many copies of a particularly heavily used item shall we buy? Shall we set a figure limiting the number of copies which we will not exceed? Obviously, this is a question that can only be solved on the local level. The number of resident students, the number of commuters, and particularly the teaching methods employed --- all these form guides for the solution of this thorny problem.

What about out of print books?

For out of print books, the problems of availability are more critical than selectivity. This is particularly emphasized in the younger theological libraries whose founding and major growth are after the great flowering of German theological scholarship in the last decades of the last century and the early ones of this.

These gaps can be filled at the price of eternal vigilance. Dealers' catalogs are the keys, and no catalog can be bypassed with a clear conscience. Who knows, it may contain the one or dozen items for which desire has long awaited. Librarians do grow a bit impatient over "classified" catalogs. The facile list is a straight alphabetical one. Librarians know the classification of the materials they want. What they wish in a catalog is a ready reference tool which will give at one searching an indication of what is available. The volume of dealers' catalogs is so great that unless they are arranged in one alphabet, the tendency to bypass the "classified" catalogs is sometimes too strong.

Shall we submit want lists to our dealers? The answer will vary with experience. However, it does seem wise to have out of the mass of dealers certain friends to whom one can commit from time to time a list of badly needed wants. Some theological book dealers in America and Europe are our strongest hope; it would be wise on our part and their part that our relationships should become

closer.

In summary, I should like to give five principles of book selection for theological libraries which I think evidence of reason and judgment would support:

1. Select to do the job at hand first. Know the curriculum of your institution and the teaching methods employed. Teaching materials are to have priority over all other considerations. The fundamental relationship between the class room and the library starts with the reserve teaching materials. In the private capacity as an interested onlooker, the librarian can dislike the curriculum or parts thereof, the philosophy behind it, or parts thereof, or the teaching methods employed. But in his public capacity as Librarian he must to the greatest extent of his abilities mold the library to the fullest possible support of the teaching program. After all, the library is a tool shaped by a specific purpose --- that purpose is determined by the institution it serves.
2. Select enough copies of teaching materials to do the job. Acquisition of multiple copies can become intemperate; but, when properly guarded such a program can provide at relatively small cost oil for the whole library program.
3. After the immediate problems of teaching materials are fulfilled, build selected primary source material which will strengthen the scholarly trend of the institution. Trends in fact or anticipation provide the framework of the library's selection program.
4. Select among the mass of secondary materials those by established interpreters of the particular disciplines emphasized in the local situation. Critical minds are not many, and if we can get their work, the fluff can be added easily.
5. Feed constantly your bibliographic back-log. The amount of bibliographic information which the librarian carries about with him is the index to his capabilities as a buyer. An eye sensitized to definitive editions and top names can judge a book list adequately. This is a type of information that depends upon constant attention for life. This is the ultimate foundation of good book selection.

Tuesday, June 10, 2:00 P.M., Cont.

Discussion led by Donn Michael Farris.

The discussion concerned primarily the acquisition of books in foreign languages, and the library budget.

Ten committees appointed.

THE CATALOGUER AND INSTRUCTION

Helen B. Urich
Yale Divinity School

A paper on the cataloguer and instruction could easily become so general that it would be useful to no one. In this case, however, the group to be addressed, the American Theological Library Association, clearly determines the direction such a presentation should follow, and the paper, therefore, will be slanted towards the theological seminary library as found in this country and the participation by the cataloguer in its educational program. We realize, of course, that the possibility for generalities still exists, but it is hoped that its usefulness will not be limited to the academic exercise of a cataloguer who, now that the writing of this paper has been done, has been politely reminded of the following jingle:

Cataloguing, we admit,
Is work that is extolled by none,
Because you never notice it,
Unless it isn't being done.

In order to suggest how the cataloguer may share in a creative, educational process we shall examine the distinctive nature of theological literature and the library in which the theological cataloguer works; the task of the theological library and its relation to the program of the school and the cataloguer's share in the development of this program; the qualifications she will need for performance of these tasks; the functions and aims of cataloguing and classification, and the effective use and value of the catalogue in an instructional program.

First of all it is essential to understand something about the literature with which the cataloguer in the field of theology is concerned. No other discipline has produced so old or so extensive a documentation. Man's efforts to understand himself and to relate himself effectively to the world about him have resulted in a literature that is characterized by its variety of expression, its diversity of viewpoint, and its unevenness. It is the nature of the theological process to draw upon the past, to relate itself to tradition, to precedent, to that which has gone before. That is to say that the new book is not always the best book, theologically speaking. There is a process, a movement, a constant renewal which possesses a creative and dynamic quality. The cataloguer is thus constantly confronted with "something old and something new," neither to be preferred to the exclusion of the other.

The task of assembling and organizing the literature in the field of theology falls largely and naturally to the logical or seminary library. While all departments of knowledge are represented in the theological library, there is a unifying core or point of view that ties this material together. Thus the collection, by relating all topics within it to theology and religion, becomes a homogeneous unit. But books organized around a point of view will not in themselves make a library. A library is more than books and material and buildings. As President Sproul of the University of California has said, "Books are not a library any more than blood is a man, although they are just as indispensable to it. A library," he said, is "a collection of books, housed adequately, and if possible nobly, but most important of all, organized for use and directed by highly

trained personnel toward the ends which it has been established to serve, whether these be recreation or research."

By definition, then, a theological library is not just a collection of books in a subject area but a collection organized for use with a very specific purpose in mind. It is developed and organized through intelligent selection and well-defined aims, consistently and persistently adhered to over a span of years, and constantly related to its purpose which is the school and its program.

The function of the theological library is twofold. Not only does it serve as a repository for the literature that will document man's religious history and development, but, perhaps more important, it exists to implement the educational program of the school. Actually, these two aims are interdependent in that by conserving the past and organizing and preserving human knowledge and ideas in all of their media, the library makes it possible for this knowledge and these ideas to be revitalized and put to use in the education of others. This dual function to serve the school's present needs and at the same time anticipate the needs of a generation hence, to approach the work on both a vertical and a horizontal line, to be both timely and timeless, presents a challenge that can only be met by great wisdom and inspired work. To perform a task which must be so obviously of the present and still transcend it may be what T.S. Eliot meant in his Quartet:

"To apprehend
The point of intersection of the timeless
With time is an occupation for the saint."

This may, indeed, be our distinctive claim to sainthood.

Recalling ourselves abruptly from this heavenly vision, we realize that along with the emergence of the library from its role as a repository of books to that of an educational agency comes the accompanying demand that librarians be more than custodians. This concept of librarianship takes us far beyond what Archibald Macleish has described as the "hat check boy in the parcel room of culture." The library must not cease to function as accumulator and organizer of books, periodicals and other materials, but it must also be an active force in the teaching, research, publication, and extension programs of the school.

The library is not an end in itself. While there are many duties and routines it has to perform in schedules and technical processes, these must be kept as the background to the efficient performance and promotion of the educational objectives, policies, and practices of the institution. It follows then, that there are definite implications for the entire library staff. If the library is to perform these functions properly, the staff must understand the institution's administrative and educational policies and maintain close contact with its activities. Staff members must know a great deal about the particular institution of which the library is a part and they must be familiar with the school's history and traditions, program, philosophy, and aims. This should be more than just a passing acquaintance. It must be intimate enough so that all actions are determined and modified by the purpose and program they are intended to advance.

While this is true for the library staff as a whole, it is especially true for the cataloguer. Once the resources for carrying out the objectives of the

institution in the fields of instruction and research have been provided, probably no other person on the staff is in the same strategic position for implementing this program as the cataloguer. Organization of the resources of the library for efficient use constitutes one of the fundamental essentials to the successful operation of the library and its integration with the teaching and research program of the school. The cataloguer very quickly takes a prominent part in the educational program of the institution.

The factors that will guide the cataloguer in organizing and interpreting the collection are essentially the same as those that should determine its scope and development. A knowledge and understanding of the situation in which the library will function, the service it will have to provide, the immediate and ultimate use of materials are necessary if the cataloguer is to relate her work to it effectively. A cataloguer who is not concerned with the relationship of her work to the school or how it could serve it more adequately is not performing her task to the utmost of her possibilities or potentialities. There is a job to be done and the cataloguer must share in it. The aim is a library shaped by a very specific purpose. Integrated and coordinated with all parts of the school in its educational program, the library takes its place along with the classroom and the professor's study, and all members of the library staff become contributors and sharers in something larger than their physical boundaries of book stacks and catalogue cases.

We assume that the cataloguer has the required qualifications for her job. She must have native ability, aptitude, and those qualities which give a person the potentiality of scope, depth, and growth. You can not take a little person and give her a big job. To these qualifications must be added a sound technical training, a genuine skill based on an acquired technique, a professional interest, mental curiosity, imagination, flexibility, drive, the "book-sense" which William Warner Bishop describes as an ability to move quickly and easily among printed things with an instinctive appreciation of values. Lest she be a technician only, useful in a limited way, she must bring vision to her task to know which aspects of the technical program are necessary for the particular tasks of her library and which may be omitted without educational loss. The cataloguer will need all the language equipment she can muster if she is going to advance beyond the elementary stages of cataloguing in this discipline. She will need bibliographical competence of the highest order if she is going to move freely and easily in this literature and deal intelligently with it in all of its varying degrees of complexity and diversity. The cataloguer who would serve scholars must be something of a scholar, or as Miss Pettee has said, she must be a "near-scholar."

Specifically, then, how can the cataloguer help to implement the educational program of the school and contribute to it? How can she, by performing the tasks of her profession, participate as a teaching instrument? The answer, broadly stated, must obviously be found in the areas normally designated as her responsibility -- the classification, cataloguing, and assignment of subject headings -- in other words, in the organization and interpretation of the library collection. Why do we classify books? To make them more easily accessible. Why do we catalogue books? To enable the readers and staff to use them more easily. These simple rudiments are so fundamental to the educational process, so easily assumed and taken for granted as the natural, normal situation in our libraries that we easily fail to understand how important they are for the process of instruction itself.

The cataloguer, then, stands between the acquisition of books and the final servicing of these books and it is here that she makes her unique contribution to the instructional program of the school. Between these two actions all the implications of the curriculum, new courses, additions to the teaching staff, size of student body, will have to be understood and interpreted by the cataloguer. Changes, additions, and new plans in the school's program will affect the use of the library and library materials, and the cataloguer must anticipate what these will mean in her work. The significance for the cataloguer is clear. She must emphasize and support the educational objectives of the school and become identified with them.

Since most of our libraries combine the cataloguing and classification processes either in one person or in one department, reference in this paper to cataloguing will, unless qualified, imply inclusion of classification and subject cataloguing. By the cataloguer will be meant that person who performs the three determinations, classification, subject heading and descriptive cataloguing which govern the placement of the book on the shelves and its recording in the catalogues.

The primary aim for the cataloguer as stated in the Editor's Introduction to the second edition of the A.L.A. Cataloging Rules for Author and Title Entries "is to make the collection of books and other materials accessible to all who have a legitimate claim on its resources. These persons include not only readers and research workers, but members of the administrative, order, reference, and cataloging staffs of the library itself."

In the organization and interpretation of the library collection the action specifically designed to make books accessible and available is classification. We could make little headway in meeting the demands placed on our book collections without some system of arrangement for the volumes on the shelves. The problems involved in the circulation of books, in the answering of reference questions, in locating specific titles of books, in meeting requests for definite (or indefinite) subjects, all make it imperative that the library have a scheme for allocating its books which will make possible prompt and effective service. Without some means of getting at these books and of finding them quickly and easily, they are of little value to the staff, the student, or the professor, and the most magnificent educational resources are literally useless. As Dr. E. C. Richardson has said: "Libraries are not gotten together as a museum to exhibit what we have called the fossils of knowledge ... The books are collected for use. They are administered for use. They are arranged for use; and it is use which is the motive of classification."

It is largely this principle of making books accessible and available for use that has made the library-instructional program at Stephens College so effective. By emphasizing the essential unity of library work and instruction, they have made the library an integral part of the teaching program. They have made books easy to get at. They have placed books where they will be used. They have made books available at the time needed or wanted. While they have accomplished this by dispersing their collection over the campus in classrooms, offices, dormitories, laboratories, etc., it is not this physical arrangement in which we are particularly interested. In fact, it might be an entirely unsatisfactory disposition for most libraries. The two principles here that are of primary importance to us and that can be appropriated to any institution are first, the library understands the institution and what it is doing, and second, the accessibility of books.

These two factors, then, have definite implications for the classifier if the collection of books is to become an instructional tool. The use of books is not an incidental or accidental aspect of instruction, but central and primary. Complacency at the point of classification and organization will not produce the maximum availability of the library's resources that is needed for educational effectiveness.

This brings us back to our original definition of a theological library as a collection of books in a special subject area organized for use with a specific purpose in mind. What does this mean for the classifier of theological literature? It means, very briefly, that she must know something about the books she is classifying if she is to relate them to a program whose aims and objectives are theological training. She must have a sound knowledge of the subject matter and be able to class books so that they will aid and not hinder the educational process. The literature must be arranged in an order that lends itself to the subject divisions in theology and it must be logical to those who know and are familiar with the subject. It must "make sense" to the specialist in the field. The demands of the intelligent reader follow pretty closely the literature itself, and the finished job must be well-defined to meet his expectations. Classification must follow the "joints," the natural breakdowns in the field, and not the proclivities or the personal whims of the classifier. The usefulness of the classification will be determined to a large extent by the degree of accord between the user and the arrangement of the books.

Classification must not be forced or artificial, and fuzziness and false distinctions must be avoided. If it is necessary to toss a coin to see which of two numbers to use, the lines of distinction between them have been drawn too closely. The classifier must avoid the inclination to overclassify on the one hand or to underclassify on the other. The first extreme will result in a collection difficult to use because too much detail has been introduced. Minute distinctions may be apparent to the classifier, but their significance is lost to the user. If classification is too broad the book collection will be unwieldy because too few subdivisions have been introduced and the natural lines of cleavage are not apparent.

Much in theological literature is both new and also very old. The classifier must be able to recognize new trends and developments and be able to identify them correctly and relate them to the past. She must be alert to the constant stream of old doctrines in new dress, to new orientations, and must be able, so far as possible, to understand their meaning and importance. It is her task to detect these recurring motifs and to relate them to older or similar ones.

The classifier will do well to remember that books are not written with classification schedules in mind, and for many square pegs there will be only round holes. Life is not static and therefore books are not. Classification schedules are artificial arrangers of knowledge and do not "stay put." Unless the classifier is unusually astute, she will create a tool that quickly becomes dated and outmoded. She must be cautious lest she be carried away by all that seems new. She needs a certain abandon to know when to let herself go. She must have enough perspective so that she will not be looked upon as a child of today, loved today and despised tomorrow. ("Will you love me in December as you do in May?")

Classification alone is not sufficient to reveal the complete resources of the library. It must be supplemented and augmented if the library's holdings in a given field or on a special topic are to be uncovered. This complementary function is performed by subject analysis and its related devices. Without subject headings in the catalogue the library records provide only a one-dimensional picture of the library's resources.

Many of the same principles employed in giving significance to the classification are also applied in the assignment of subject headings. Subject cataloguing, like classification, will be good or bad according as there is a common context, great or small, between the terms of the cataloguer and those of the user. A common experience must furnish this context. The cataloguer must not only assume but must know that the term has the same meaning for the user as for herself. As an educator she should be aware of how the mind of the reader works and must learn the lingo and vocabulary of the theologian. If the cataloguer is going to make subject cataloguing fully effective, the choice of terms, structure, and arrangement must correspond as closely as possible with the reader's approach.

The cataloguer's work with subject headings finds an echo of similarity in the experiences of Ronald Knox in his work as a Bible translator. His task in translating the Bible, he said, was to reduce words and phrases to the equivalent idiom of his own language and to find the word that had the correct meaning and association for the user. To get a real translation, he said, the channel must be connected with its surroundings, instead of being sealed off at both ends. This is not too different from what the cataloguer aims to do through her work.

In order to make available the work of classification and subject headings, it is necessary to have records describing the contents of the library collection. In the American academic library this is usually a dictionary catalogue containing the author, subject, title, reference and other cards intended to enable the reader to find a definite work or a class of works and to choose different books or different editions of a work on the basis of information given on the catalog entry.

The public catalogue is usually, and no doubt rightly so, regarded as the principal tool resulting from the work of the catalogue department, so far as the users of the library and the staff are concerned. Miss Margaret Mann, in her Introduction to Cataloging and the Classification of Books says that the preparation of any library catalogue constitutes one of the most important and painstaking tasks in the field of library science, not alone because it is a piece of work requiring the greatest care and intelligence, but because effective use of the book collection by the staff and readers depends on the perfection of its execution...All activities of the library will depend upon this tool and be influenced by its guidance.

The catalogue is the point where the student, the teacher, and the library staff, not only today but tomorrow as well, approach the library collection. The catalogue will be a good tool or a poor tool in the degree that the resources of the library have been adequately and thoroughly identified, recorded, and made accessible, and in the degree that it meets the needs of the school it serves. The cataloguer must be alert to whatever will contribute to the effective fashioning of this tool as a repository of useful and accurate information. The effectiveness of the library in the program of the school will depend in no small part on the excellence of the catalogue and the skill with which it has been constructed.

Miss McCrum in her book An Estimate of Standards for a College Library refers to the catalogue as a loose-leaf reference book whose general characteristics should be those of any reliable, serviceable reference work. It should be planned to give a guidance to books as encyclopedias do to knowledge in general. It should act as an index to subject matter with sufficient notes and cross references to make the contents available to the type of person using it. The card catalogue must remain the essential index by which related subjects in separated books are brought together. The physical burden of making scattered books available in one place, at need, at a given time, is the obligation of the library staff.

There are certain demands which may reasonably be made of the catalogue and there are certain specifications it must meet. It must be accurate, consistent, predictable. Inaccuracies in transcription of call numbers, wrong dates, incomplete citations will discount not only the work of the cataloguer but of the entire staff. The information must be as correct as the cataloguer is able to determine it. Names must be spelled accurately and dates of authors given correctly so that persons whose names appear in the catalogue can be identified. Information must be full enough so that one edition of a book is not confused with another; so that a citation can be given that will be respectable as the place, publisher, and date; or that a bibliographical reference can be verified. There must be enough physical description as to pages, bibliographies, and notes so that books may be selected for a particular purpose.

The catalogue must also meet the requirements of consistency and predictability. By this we do not mean that all cards in it are alike as to final detail in form and content, but that sound policies have been established and executed, and that a reasonable degree of standardization and uniformity is maintained. While the information may be simplified, it must be reliable and necessitate no further verification on the part of the user. According to Miss Mann, simplification does not consist in the elimination of essentials; it means a recognition of essentials and their most effective use. The cataloguer's aim, then, is to ascertain those lasting principles which have been found most useful in library cataloguing and which are not subject to change, even though the rules which attempt to apply those principles to specific books are reworded from time to time. The most accurate, consistent and predictable catalogue, obviously, will be the most useful.

What will this kind of catalogue mean to the research man? It means that he can depend upon it for accurate information and that he can rely upon it for his bibliographical research without further checking. One of the cataloguer's main services to the scholar will be in the provision of reliable author entries. If he can be confident that he will not be let loose on a wild goose chase for phantom or ghost titles, the cataloguer will have contributed much to the teaching and research program of the school.

While it might appear that these specifications for the catalogue are necessary for the research library only, it should be pointed out that the catalogue in the small library also needs to be developed with accuracy and attention to bibliographical details. For one thing, the small library becomes the large library, and careless or inadequate cataloguing will have to be done over as the library grows or as it fails to expand with the book collection. It is perhaps more important for the small library to develop subject headings, added entries, and references in greater detail and more extensively than the large library,

simply to use its collection to the fullest. The basic shape and outline of a large library is determined in no small measure by the type and depth of the foundation under it. As for careless, inaccurate, and ignorant work, it has no place in an academic setting where scholarly work is going on.

It soon becomes apparent to the cataloguer that the academic level of those who use the catalogue varies from the beginner whose questions will be general and broad and who may not even know the elementary sources in the field to the highly trained and experienced person whose questions will be detailed and specific and well beyond the general aspects of the problem. The catalogue will need to provide service from the most simple requests of those who use it as a finding list to the most advanced who are considering a topic exhaustively and who, with a minimum of time and effort, want to gather their material.

The functions of the catalogue, then, will range from providing casual information to aiding the scholar in extensive research in his field of study. Of this the cataloguer is aware and she intends that much of the information provided by the catalogue will not be needed by all of its users. She includes this information so it will not interfere with the use of the catalogue on its various levels. The catalogue very quickly becomes a complex affair beyond the ability of the untrained person to use. It is made for the staff quite as much as for the public. In short, and this is a point too often overlooked or not even understood, much of the information in the catalogue exists only for the skilled bibliographer and the librarian who has been trained how to use and interpret it. Unless we are given the right kind of a catalogue tool and the skills to use it, it will be impossible for libraries to perform some of the most important tasks given them to do.

We can illustrate the use of the library on the advanced level of research by citing an article by Edward G. Lewis that appeared in *College and Research Libraries* for April, 1952 entitled A Political Scientist in the Reference Library. The author says that the questions the more experienced political scientist will bring to the library will likely be about small factual details. He knows where to find the major pieces of information and has probably worked out the general aspect of his problem and has done an exhaustive amount of digging for facts before turning to the reference librarian for aid. What he is looking for is the elusive detail, the sort of detail that can almost never be found in the obvious places. This is in contrast to the beginning political scientist who will lean heavily on the bibliographical help which the reference librarian can provide. "Judging from my own experience," he writes, "I feel that the political scientist of some experience does not expect from the reference librarian help on the body of the material, but on the all important and often incredibly elusive peripheral details."

If Mr. Lewis' approach to the library is typical of the use made by advanced scholars in other subject areas, what does this tell the cataloguer? If he is correct in analyzing his use of the library, what can the cataloguer learn from it that will be significant for her work? Briefly, it tells her that what is valued most on the simple level of library use is valued the least by the specialist. What John Smith wants to know on the beginning level is already known to the researcher of some experience. What the specialist wants is the information over and beyond what he has been able to uncover in his rummaging about. Cataloguers would be most remiss in their service to this level of use if the tool they created

answered only the question "Do you have a certain book and where can I find it?" Much of the value in the library could never be tapped or uncovered with this kind of catalogue.

Miss Mudge, writing against the background of her experience as the head of the reference department of the Columbia University Library, has gone so far as to say, "I have yet to find any item of information called for in the rules for adequate description of the average book which some reader, of his own accord, will not make good use of." Confronted with statements like this, the cataloguer is placed in a dilemma and it is against these opposing pulls that she must constantly work. She is besieged for more and more cards and detail in the catalogue and at the same time she is asked to keep costs down. The cataloguer is faced with a paradox — on the one hand the inclination to include detail on and beyond the law of diminishing returns and on the other, the inclination to simplify because of immediate pressures and not because of real and lasting economy. The faculty, if given their way, would have everything analyzed. "It will be used if we know we have it," they say. The reference and order departments add similar pleas and requests. Obviously, the cataloguer will be hopelessly bogged down if she attempts to carry all these requests to the extreme. If she catalogues in the detail the faculty, the reference, and order departments would like, costs go up and cataloguing output is reduced. Actually, she must have the good judgment to determine when she can simplify and effect real economy or when, by cutting corners, costs go up and service deteriorates. "True economy," according to Mr. Charles Martel, "is to make an entry which answers the purposes for which persons to whom books are necessary consult catalogs ... an entry not ornate and elaborate, but correct, complete, and withal as concise as possible."

Very few of us would argue for a blind or senseless elaboration of detail or for indiscriminate cataloguing as though all books were of equal worth. Not every book needs to be catalogued as though it were a rare book. Just as there are different levels of service to users, so there are different levels of cataloguing for various categories of materials. Too much cataloguing has been in the "rare book tradition" influenced by the scholarly research collections and by following standards that have made our cataloguing far too elaborate at many points. Conversely, since the catalogue is a permanent reference work and not a temporary one or one that will be done over every generation, it is wasteful and extravagant to put into it inadequate and slipshod work. At Yale we are still recataloguing books that were hastily put on shelves twenty years ago on "Temporary cataloguing and classification." Frugality practiced on bibliographical detail may mean savings in the catalogue department and books more quickly catalogued, but may be more than outweighed by increased costs in other departments of the library.

As a matter of fact, a catalogue can be kept simple only to a certain point, and the theological library catalogue is no exception. It very quickly becomes involved and complex. This is due to the very nature of the material described in it. Bible entries, for instance, do not lend themselves to easy arrangement or use. There are also the difficulties presented by corporate entries for church bodies, societies and institutions, and their publications. These headings are further complicated by the divisive nature and the movements for ecumenicity within the denominational scene. We have not even touched on the problems involved in voluminous authors, such as Thomas Aquinas, Saint Augustine, and others; or the difficulties encountered in names that are entered in the vernacular or classical form, as Hieronymous for St. Jerome, and Clemens Romanus for Clement of Rome, or

in entries for sacred literature other than the Bible.

Because of the complexity of the catalogue, the cataloguer will employ all possible devices to increase its value and assist the reader in his search for material. She will not set up an expensive tool with no further signals or instructions for use. The catalogue will very quickly get beyond the point where it can be used profitably without guide cards and references of various kinds and description.

Some of the more obvious of these devices to enhance the usability of the catalogue are subject guide cards for major terms and their subdivisions; guides displaying the various subschemes of card arrangements; name guides; information guide cards explaining the use of the catalogue; explanatory cards defining or delimiting a term; reference guides to other material, such as the vertical file, special collections, and the like. In addition, there are the "see" and "see also" cards to correlate subjects or entries and to bridge the lack of context between the terms of the catalogue and those of the user.

It is impossible to tell a cataloguer what form these cards and references should take for her catalogue. While she is guided in their construction by her cataloguing codes and the requests from users and the reference department, their choice will ultimately depend upon her imagination and ingenuity, her knowledge of the subject matter, the extent of the research that has gone into establishing a particular heading, and other peculiarities that become obvious as she handles the material. Her aim is to organize material for efficient use, and if by providing guides and reference cards she can save the user's time, or enable him to proceed more directly to his subject, or investigate a topic more exhaustively, she has accomplished that end. The value of all of this for the reference and the order librarian and for users on all levels, including research, is plain.

True, many of our efforts to be helpful turn out to be obscure or amusing. We are all familiar with the story of the literal-minded person who reacted to the reference "For complete information see main entry," by looking for the front door. Directing the reader to statement of contents or more complete information may result in a card similar to the one we found in our catalogue recently. The title read "What is hell?" The note read "For contents see main entry." Sometimes the detailed description of a rare book produces rather startling effects as, for example, the note on the card for Archbishop Laud's funeral sermon preached by himself from the scaffold on Tower-hill, 1644: Bled at top and outside edge. These examples, I am sure, could be matched by all of us.

Another point at which the cataloguer can be of service to the library and to the school is in the development of the collection. Through the years she acquires a tremendous knowledge of the book stock and the library's resources. This intimate knowledge of the library can be of invaluable help in building and developing the collection, making recommendations for purchase, pointing out lacks, indicating weak areas, and so on. Her critical searches through bibliographies and reference tools will often uncover valuable suggestions for purchase. In fact, the cataloguer may do a better job of helping to build up the collection than those who are teachers of the subject because she has a more objective point of view toward the complete library resources.

Since no other person in the library is in quite the same strategic position as the cataloguer for acquiring a familiarity with the material, its organization

and how to uncover it, she is often unexcelled in reference work, and the question is how to tap this knowledge. How to provide the reference librarian with the skills and knowledge that result from the discipline of cataloguing and classification is another problem. Realizing that the best training for reference work is in cataloguing, many libraries start their new people in the catalogue department. Some libraries withhold advancement for reference librarians until they have had experience in cataloguing because they believe their value to the library is limited without it.

It has been suggested that this objective may be effected in part by an interchange of personnel within the library. True, nothing is more helpful for the cataloguer than to observe at first hand how the catalogue is being used, whether it is effective and how it might be improved. Much can be learned in a short while from contacts with the public. On the other hand, it is doubtful whether a casual exchange can provide the requisite training for the reference librarian. It is a worthy objective, but the solution is complicated and quickly creates problems, largely administrative, in the matter of adequate personnel to support such a program, the disruption of planned work, loss of time, and similar difficulties.

We often say that the reference librarian is the liaison between the school and the library, at the direct point of contact between the student and the book. Here the final interpretation of the library collection takes place and the process in bringing books and people together becomes complete. The success with which this is accomplished will depend in large measure on the reference librarian and the skill she brings to bear upon her work, not only in educational methods, but in the use of her tools. To do this effectively she must have her reference material, of which the catalogue is the major tool, under perfect control. Thus the acquisition of the book, its organization, and final servicing may be integrated with the educational objectives and procedures of the institution.

And now, what have we said about the cataloguer and instruction? What is her share in making the library effective in the educational process and integrating it with the institution as a whole? By the very nature of her profession the cataloguer works at the center of materials that preserve human knowledge and ideas. She is an active participant in a creative process wherein men are in search of the thought and experience of the past and seek in turn to contribute their interpretation to the extension of this knowledge. By performing the tasks of her profession she can make the resources of the whole library accessible and available to all. By organizing and interpreting the library collection she can constantly relate the library to the school and share in the promotion of its educational program. Her labors here and now are meant for tomorrow as well, and how effectively she performs her task will be evident as time goes on. As Kierkegaard has said, "Life must be understood backwards. But ... it must be lived forwards." Future generations may not rise up to call her blessed, but perhaps some where along the way the cataloguer can snatch a tiny bit of sainthood for herself.

Tuesday, June 10, 2:00 P.M.

Discussion led by Jannette Newhall.

The use of Cutter numbers was brought up, and how the work of the cataloguer fitted into the teaching program.

ROUND TABLE DISCUSSIONS FOR CATALOGUING AND CLASSIFICATION PROBLEMS

Report summarized by Ruth Eisenhart and Leo T. Crismon

The Round Table discussions on cataloging and classification problems were divided into three groups. One group of twelve members using the Union Classification met under the leadership of Miss Eisenhart. The discussion touched on a number of topics, including the classification of pastoral counseling, marriage counseling, religious broadcasting, the distinctions between RD, RK, RN and G, religious drama and plays for acting, the arrangement of material in SY73, and methods of classing and cataloging Bible commentaries and bound volumes of pamphlets. An alternative arrangement for RP-RY has been worked out by Dr. Ehlert and published in the June 1952 issue of the Fuller Library Quarterly. Miss Eisenhart showed several supplementary aids developed at Union and available to libraries using the Union Classification: the First Supplement (1945), the Second Supplement (1951), the Current List of Additions and Changes (published at 4-month intervals and sent free-of-charge to all purchasers of the Second Supplement), a statement on Ecumenics, and a Synopsis of the Classification prepared by Dr. Markley for the information of seminary students. For an understanding of the philosophic basis of the Union Classification, all who use this classification were advised to read Miss Fettee's article in the December 1911 issue of the Library Journal.

The group of fourteen members interested in the Dewey Decimal Classification met with Mr. Crismon and visited the working quarters of the Southern Baptist Seminary Library. The group discussed the 15th edition of Dewey in relation to the 14th edition. It was pointed out that the one major expansion occurs in 296. The advantages and disadvantages of the Dewey Classification were considered in comparison with those of the Library of Congress and Union Classifications, especially in the fields of church history and religious education. There was also discussion of the use of LC printed cards in view of the increased prices, and alternative methods of producing cards were considered. The matter of cataloging all items fully or of using a temporary method for some materials was mentioned, but the majority thought that the better method was to catalog fully what could be done, and to make whatever use possible of other materials in an uncataloged state until the work could be done properly. The care of pamphlets came up for consideration: some librarians prefer to catalog them separately and to keep them in their original condition, but others catalog and bind together pamphlets on related subjects. Most librarians are still using accessions books, but one or two indicated that these had been discontinued in their libraries.

Twelve members were present at the Round Table discussion on the Library of Congress Classification under Miss Stouffer. One of the principal topics discussed was Ecumenics. It was felt that it would be advantageous to have schedules for the various denominational reunions and recent ecumenical movements incorporated into the printed BL-BX schedule. Members expressed an interest in learning what denominational adaptations and expansions other users have made. Mr. Schmidt is working on an expansion for Lutheranism and Miss Royer has a special scheme for Wesleyana. Other matters discussed included: Bible entries, the need for a revised BL-BX schedule, and the advantages of multi-graphing cards. Mr. Nicole expressed dissatisfaction with LC's classification of the life of Christ in BT; it was agreed that the historical life of Christ would be better in BS, with BT numbers reserved for Christology. Two informal suggestions were made: 1. That

ATLA might exercise what influence it has to urge LC to print cards for religious books a little sooner; the feeling is that cataloging of religious books is delayed longer than cataloging of books in other fields at LC. 2. That ATLA protest to publishers who publish books without indication of imprint date, and especially to those publishers who reprint books without indicating that they are reprints. (There was particular mention of Zondervan as an offender in this respect.)

DEWEY DECIMAL CLASSIFICATION ROUND TABLE

Leo T. Crismon, Leader

The group discussed the 15th edition of Dewey Decimal Classification in relation to the 14th edition. It was pointed out that one major expansion in the 200 section was in 296. There was some discussion as to the advantages and disadvantages of the Dewey Decimal Classification rather than the Union or L. C. schemes of classification. Especially the Church History collection and the Religious Education collection were discussed as to the merits of either scheme of classification.

There was discussion as to the use of L. C. printed cards in view of the increase of prices in recent years, and alternative methods of typing or mimeographing were considered. The matter of cataloging all items fully or of using a temporary method for some materials was mentioned, but the majority thought that the better method was to catalog fully what could be done, and to make whatever use possible of other materials in an uncataloged state until they could be properly cataloged.

In regard to accessions books most of the librarians still use them, but one or two indicated that they were no longer in use in their libraries. The care of pamphlets came up for consideration. Some librarians prefer to catalog them separately and to keep them in their original appearance, but others catalog and bind together pamphlets of related materials. There was about fourteen present in the Round Table discussion.

ROUND TABLE DISCUSSIONS FOR PROBLEMS OF ADMINISTRATION

Report summarized by William J. Hand
Eastern Baptist Theological Seminary

The opening topic was that of Public Relations with an inter-change of the various methods employed such as the organization of a "Friends of the Library" group to that of the direct informal contacts of the library staff. In similar manner the ordering procedures of the libraries were discussed emphasizing the methodology and the utilization of the records involved. Some of the aspects of personnel were covered in respect to the classification of specific responsibilities and to faculty status of the members of the staff. The discussion concluded with an exchange of prevailing policies concerning student assistants and included such factors as appointment, salaries, duties performed, and the number of hours per week of employment.

Tuesday, June 10, 7:30 P.M. (President Raymond F. Morris, presiding)

REPORT OF COMMITTEE ON MICROFILM AND MICROCARD

E. L. Elliott, Chairman

There seems to be general agreement that microfilm and microcard cannot serve undergraduate students. Providing multiple copies for curriculum needs and frequency of circulation make such use impracticable. But there is some increase in the use of material on microfilm and microcard for graduate study. This is of interest to those theological schools offering the graduate master's and doctor's degree. Microfilm would seem to be especially useful in acquiring long runs of periodicals. Dr. Fremont Rider has published studies tending to show that the cost of such microfilm is no more and sometimes less than the cost of binding the original magazines, and in addition saves 95 or more per cent of the shelving cost.

E. L. Sheppard of the Divinity School at the University of Chicago takes another view, saying, "Infrequently used periodical files are generally readily obtainable through interlibrary loan, and the cost of acquiring such materials on film seems disproportionately large compared to their actual or potential use."

The validity of this statement will vary for different institutions, but librarians should make decisions contrary to Mr. Sheppard's suggestion only when local facts of curriculum need and long run cost savings justify such action.

As examples of the value of microfilm to a large theological library connected with a large university, Mr. Sheppard cites the microcard publication of doctoral dissertations, the acquisition of outstanding denominational material such as the Lutheran Corpus he is directing; the Christian Advocate project by Mr. Beach and similar one proposed by Mr. Turner; and some Baptist serials executed by Mr. Crismon, the University of Virginia (The Religious Heralds), and others. Mr. Sheppard wishes hopefully that some cooperative program of micro-copying could be organized to secure "certain material in European libraries generally unavailable in the United States."

The reaction to the possibility of microfilm and microcard is mixed. Some among us see in the drying up of the European market for rare long runs of basic theological works, an increased opportunity for the micro-forms of acquisition. Also there is the impression that the increased cost of printed material may drive some of us to microfilm and microcard.

On the other hand, Mr. Stein, director of the Department of Photographic Reproduction at the University of Chicago, is cited as authority "that there is a growing stubbornness, perhaps born out of limited means on the part of libraries, toward the purchase of microfilm."

Mixed reaction is also observable on the question of the publication of doctoral dissertations on microcard. One of our members thinks it is impracticable for individual Protestant seminaries. Others wonder why this is impracticable. Should this committee undertake a factual study of this question? Would the answer gained be of sufficient practical value to our members to justify the effort?

Very large use is being made of microcards for the publication of materials in the sciences. A good beginning has been made in the humanities, but very little in the distinctive religious field. The Microcard Bulletin, No. 8, February 1952, issued by the Microcard Foundation, Middletown, Connecticut, gives a list of eighteen microcard publishers authorized by the Microcard Foundation. This bulletin also gives a list of the titles these publishers offer.

The Foundation has also brought out a new reading machine, Microcard Reader Model 5--more compact, faster to use, maintains a steady focus, with non-flare screens--for \$120. This machine at this price encourages the use of microcards. Also, improved microfilm reading machines at lower prices have recently come on the market, such as the Grisco, handled by Remington Rand, and the new Recordak Model No. MIE. Both of these are less expensive than former models, are portable, with considerable decrease in the factor of eye fatigue.

In a letter dated June 26, 1951, Dr. Fremont Rider, chairman of the Microcard Foundation, states, "In other fields (outside religion) microcards have made very great progress since I talked to your Association in Columbus last year. Nearly six hundred libraries are now equipped with reading machines and more machines are being sold at the rate of thirty to fifty every month. The Government is adopting microcard publication for various sorts of its own material and doing it in a very large way. Continued improvements in manufacture have enabled us to cut down the initial edition order from twenty-five copies to fifteen on any title. I see no reason why your committee is not in a position to go ahead energetically with religious microcards." For the purposes of practical publication, Mr. Rider adds this comment and offer: "Perhaps your committee has decided that it does not wish to sponsor microcard publication itself, preferring that the Foundation do it for them. This we are willing to do, and we would be willing to undertake several initial titles at your committee's recommendation and co-operation. If this is the case, let me know and send me a suggested list of first choice titles that you think would appeal to your members. We will then circularize them and go ahead."

The Committee could not assume the responsibility of suggesting such a list of titles without definite support from at least fifteen libraries for each title suggested. This effort was made two years ago, but we could not get the minimum number of orders for any one title. Has the situation changed now? Do you want the committee to make another effort to this end?

The following is a report of recent microfilm acquisition:

Candler School of Theology, Emory University, Georgia

A project on filming the Southern Christian Advocate.

College of the Bible, Lexington, Kentucky

More than seven rolls of film recording the minutes and reports of the conventions of the Disciples of Christ from 1849 to 1917. From the library of Congress, all their unique Disciples of Christ items, especially pamphlets between B. W. Stone and the Kentucky Presbyterians. Intend to microfilm runs of many of the older theological journals that we do not have, or do not wish to give shelf space.

Eastern Baptist Theological Seminary, Philadelphia, Pa.

Our own doctoral dissertations.

General Theological Seminary, New York City

We use microfilm only to procure copies of otherwise unavailable material, usually articles, small books, etc. We had a microfilm made of our Gutenberg Bible, for record and insurance purposes.

Hartford Theological Seminary, Hartford, Conn.

We continue to purchase microfilm as material appears that is of interest to us. When film becomes again freely available we shall probably be making many hundred feet of microfilm each year.

Iliff School of Theology, Denver, Colorado

The beginnings of religion in the Rocky Mountain region: diary of an early preacher in Wyoming, the beginnings of Methodism in Montana.

Pacific School of Religion, Berkeley, California

The entire catalog of Alma College, the important Jesuit college in our area. Also some of their unpublished treatises, especially, Catholic critiques of contemporary Protestant theologians.

Ferkins School of Theology, S.M.U., Dallas, Texas

Zions Herald, Boston, 1823-1922; Christian Advocate, Nashville, Vol. 11-75 (1846-1914).

Princeton Theological Seminary, Princeton, New Jersey

The magazine For the Right; The Church School, Vol. 1-5; International Journal of Religious Education, Vol. 1-5.

Southern Baptist Theological Seminary, Louisville, Kentucky

Minutes of Elkhorn Association 1785-1870 (1 reel); Hubmaier's German Works (1 reel); John Taylor, History of Clear Creek Church (1 reel); Jack Mason's thesis "Social Status, Characteristics and Pastoral Care" (1 reel); Milne, First Ten Years of the Protestant Mission to China (1 reel); West Virginia Baptists, 1934-1950 (2 reels); B.F. Hungerford diaries (2 reels); David W. Jones' thesis, "History of St. Louis Baptist Association" (1 reel); Peck, Travelers Directory for Illinois (1 reel); Kapsomenakis, Voruntersuchungen zu einer Grammatik der Papyri der Nachchristlichen Zeit, 1937 (1 reel); McGlon's thesis, "Speech Education in Baptist Theological Seminaries" (1 reel).

Southwestern Baptist Theological Seminary, Fort Worth, Texas

American Baptist Home Mission Society Annual Reports, 1832-1946; also their monthly magazine, 1839-1909; Baltimore Baptist Association, 1872-1896; The Baptist, Memphis, Tennessee, 1867-1875; Baptist Times and Freeman, London, 1855-; Baptist General Association of Illinois, 1807-1868; Bond, History of Baptist Concord Association of Middle Tennessee and North Alabama, 1786-1860; British Non-Conformity, nearly 1200 titles, 17th and 18th centuries; Christian Index, 1822-1900; Churches of Christ, List of Preachers of Churches of Christ Including Some Church Directories and Some Yearbooks, 1906-1949; Columbian Star, 1825; Columbian Star and Christian Index, 1829-1831; Pickling, Slave Conversion in South Carolina, 1830-1860; Grantham, Thomas, Christianismus Primitivus, 1678; Indian Missionary, 1884-1891; Loskiel, History of the Mission of the United Brethren Among the Indians of North America, 1794; Massachusetts Baptist Missionary Magazine, 1803-1816; Religious Herald, 1828-1896; Journal of Luther Rice, 1808-1812, 1815-1820; Ledger of Luther Rice, 1819-1826; Memorandum book of Luther Rice, 1815; Sword and the Trowel, London, 1865-1909; Thomas, History of the Baptist Association in Wales, 1650-1790; Virginia Baptist Preacher, 1842-1857; Watchman-Examiner, 1819-1896; Youth's Magazine, London, 1805-1855.

Starr King School for the Ministry, Berkeley, California

Approximately 140 rare books. Following are samples: Racovian Catechism. Catechismus der Gemeine Derer Leute . . . Schmalz, ed. Rackaw, 1608; Racovian Catechism. Catechismus der Gemeine Derer Leute . . . Schmalz, ed. Rackaw, 1612; Servetus, De Trinitatis Erroribus, 1531; Skarga, Wcore Zawstydzenie Arianow, Krakowie, 1608; Socinus, De Loco Pauli Apostoli in Epistola ad Rom. cap. 7, Racoviae, 1612; Socinus, Explicatio Johannis, Racoviac, 1618; Smiglecki, Refutatio Vanne Dissolutionis Nodis Gordii de Vocatione Ministrorum, Cracoviae, 1614; Thormer, Theses de Sacro-Sancta Trinitate Neo-Photinianis Oppositae, Lipsiae, 1615; Junius, Refutatio Praelectionum Theologicarum Faust Socini, Amstel, 1633.

Union Theological Seminary, New York City

The Record of the Minutes of the Westminster Assembly of Divines; a few general periodicals.

Respectfully submitted,

E. L. Sheppard
Decherd Turner, Jr.
L. R. Elliott, chairman

Committee

The possibility was discussed of uniting with some other group for microfilming of materials - e.g. The American Society of Church History. A Union List of Religious Microfilm material was suggested.

REPORT OF COMMITTEE ON LIBRARY BUILDINGS AND EQUIPMENT

Herbert Schmidt, Chairman

Report for the Year Ending June 10, 1952

The annual report of the Committee this year will sketch briefly its activities subsequent to the 1951 Conference and then review in the shortest possible manner its activities in relation to previous years of its service, and remind you of its readiness to continue to serve the Association.

While the ATLA has reached its fifth birthday the continuing Committee on Library Buildings and Equipment is marking its fourth birthday. The first service to the Association rendered by this Committee was in 1948. At Dayton in 1948 a Committee on Library Buildings and Equipment consisting of H. H. Schmidt, Chairman, Dr. A. F. Kuhlman and Dr. F. K. Gealy conducted a panel on Library Buildings and Equipment. The program allowed one hour for this particular project. A brief paper was presented by the Chairman to open the discussion which was followed by informal "give and take" on this area of interest to the Association. The panel and the resulting discussion had a three-fold outcome: 1) it stressed the supreme importance of thorough preliminary planning before building; 2) it suggested a general outline of procedures necessary to the actual building program; 3) it compiled a selective bibliography on the subject. When the Summary of Proceedings appeared, the secretary of the Association, Mr. Robert Beach, had graciously prepared an additional bibliography of 27 items on library buildings and equipment.

The annual Conference at its meeting in Chicago 1949 asked the chairman of the Committee on Library Buildings and Equipment to present a brief paper on "Planning, Adopting, and Equipping the Library Building" as part of its report of a work in progress. This part of the Conference program was implemented by the presence of Mr. Angus Snead MacDonald of the Snead Company, and Mr. Donald E. Bean of the Library Bureau of Remington Rand. Each of these speakers was allotted 30 minutes for his presentation. The contribution of these eminently qualified men and the work of your Committee increased the Conference's awareness of new methods of building construction, new techniques of librarianship, new theories of library design and internal arrangement. The Committee also explored the possibilities of increasing its usefulness to ATLA especially as to its members holding themselves as possible resource people rather than as technical consultants.

In preparation for the 1950 meeting of the Association the Chairman of the Committee on Library Buildings and Equipment through a questionnaire explored the relevancy of the work of the Committee to the needs of ATLA in the area of the Committee's particular assignment. Sixty-seven institutional members of ATLA were circularized as to their building needs and plans. Of 41 questionnaires returned 25 indicated their present library—building facilities were inadequate. Of this number 14 were planning to remedy the condition by either a new building or by remodeling. Eight indicated a desire for the services of a consultant or a committee on buildings for consultation at the Columbus Conference. Such a consultative service operated informally throughout the Conference.

The report to the Association at its fourth annual meeting was relatively brief compared to former years as were also the activities of the Committee on building and equipment. Most of the activity of this Committee was spread over the year between June 30, 1950 and June 8, 1951. During that period the chairman of the Committee met in separate conferences with representatives of five different seminaries relative to seminary library building plans and construction. Inquiries by mail were received from five other seminary librarians and building committees. One suggestion was made to facilitate the work of the committee, namely, that those members of ATLA desiring the services of the committee during the annual conference should try to have their library building program, plans, and problems in the hands of the committee prior to the time of the conference so that proper preliminary study could be made.

By way of summation your Committee has on file correspondence relative to 48 inquiries concerning library buildings and equipment. Nine private conferences were held with librarians or building committees during the four years of your Committee's service to the Association. This does not represent a full picture of its activity in this respect, however, because no record was kept of questions put to the Committee and the conferences of the Committee with members of the Association at the regular meetings of ATLA.

The Committee on Library Building and Equipment held no regular meetings due to geographical limitations. The closest approach to a stated or formal type of meeting occurred when Committee members responded to the needs and requests of members of ATLA at the regular conference sessions. At this point the chairman of this Committee would express his sincere gratitude to the original members appointed, namely, Dr. F. K. Gealy and Dr. A. F. Kuhlman. Because these two members of the Committee could not give us the benefit of their knowledge and experience through attendance at ATLA meetings after 1949, and the serious responsibilities of the Committee necessitated the meeting of a number of minds, Dr. L. R.

Elliott has graciously helped this Committee of ATLA at its regular meetings. Your Chairman feels the Committee on Library Buildings and Equipment needs the appointment of one or two additional members.

Your Committee's aims, hopes, and we trust, accomplishments, have been along practical rather than theoretical lines. We would continue to serve as a clearing house for the Association in this important field assigned to us. We hold ourselves ready as possible resource people on an informal basis rather than as technical consultants.

It has been an education and a pleasure to serve you.

Respectfully submitted,

Dr. L. R. Elliott

H. H. Schmidt, Chairman

AMERICAN LIBRARY ASSOCIATION'S INTERLIBRARY LOAN CODE

Presented by J. Stillson Judah

Simultaneously with the rapid rise in clerical costs there has also been an increasing use of interlibrary loan services here in the United States. Many of the larger libraries now question whether they can afford to be philanthropic in supporting the needs of scholars and libraries outside their immediate primary responsibilities. The problem has become so serious that the question of interlibrary loans has appeared on the agenda of many state library associations during the last several years, including that of the California Library Association, which in 1949 began working toward a revision of the 1940 A.L.A. Interlibrary Loan Code.

In 1950 the Association of College and Reference Libraries appointed a committee to study ways of reducing the costs of interlibrary loan transactions, and to determine what work simplification techniques and routines had been developed by libraries to cut their own costs, with the aim of making standard the very best procedures and thus cut the costs of the unit transaction of an interlibrary loan.

Among the apparent needs was a standard shipping label for interlibrary loans and directions for its use. The Committee drew up specifications for such a label, incorporating postal requirements with the best points in the printed labels currently in use.

Another very effective way of cutting clerical costs has been the use of multiple carbon interlibrary loan request forms. It was decided that the form developed by the libraries of the eight campuses of the University of California for inter-campus use had the greatest possibilities for efficiency and economy, and the A.C.R.L. Committee was able to recommend revisions that would make this form usable on a national basis. A detailed study of the use of this form showed that clerical costs were cut approximately in half. Several of the large libraries report that requests received on these forms are processed and in the mail from twenty-four to seventy-two hours faster than requests received by letter or post card, which require the lending library to type answers. It is recommended

that even libraries having few requests use these, for even though small libraries do not make many requests individually in one year, the large research libraries receive hundreds of such requests in the aggregate. These forms may now be purchased from Gaylord Brothers or Lefco, library supply houses.

Finally, the Committee began the revision of the 1940 A.L.A. Code. Among the changes made was the separation of procedural and operational statements from those of policy, making the Code easy for referral. In order to keep interlibrary loan services from being abused the new revision emphasizes that the transaction of an interlibrary loan is a privilege and not a right, and emphasizes limitations in borrowing from large research libraries. Special rules are added for requesting foreign language materials. Because of the increasing use of photographic substitutions, amplification of this part seemed in order. Since it was evident that the use of the multiple carbon request form and the standard shipping label was important to cutting costs, full statements regarding their use were included in the Appendices to the Code. The Appendices also include a list of standard abbreviations of sources of verification, a list of bibliographic centers and selected union catalogs, and an amplified statement on the policy of lending microfilm.

To recapitulate what has been said, the new revision aims to rearrange and clarify the existing rules, putting more emphasis on rules where experience has shown it is needed, as well as to amplify and supplement others to meet the new existing conditions, e.g., rules governing the use of microfilm and other photographic reproductions; and finally, to standardize certain clerical procedures and forms, in order to cut down the clerical costs of the transactions.

This 1952 revision is the result of nearly two years work by the A.C.R.L. Committee, with the help and suggestions of over sixty-five librarians from all parts of the country and from all types of libraries, as well as with the active assistance of a committee of the California Library Association.

At this stage it may be reported that the specifications for both the shipping label and the multiple carbon request form were approved for national use by the A.C.R.L. Board of Directors at the Chicago Conference in 1951, and the new revision of the entire Code was not only recently approved by the Board of Directors of the A.C.R.L., but last week received the unanimous approval "in principle" by the Executive Committee of the Special Libraries Association. The Catholic Library Association will also vote on the code this summer.

Finally, we are now seeking the approval by the American Theological Library Association of this new revision of the American Library Association Interlibrary Loan Code.

Tuesday, June 10, 7:30 P.M. cont.

A motion was made by Alfred Swann to approve the Interlibrary Loan Code. Voted.

REPORT OF THE JOINT COMMITTEE ON LIBRARY STANDARDS

Robert F. Beach and Henry M. Brimm

The report which was to be given at the A.A.T.S. meeting on Wednesday was read in full. The purpose of reading was to register any criticism of the report by members of A.T.L.A. Several changes were suggested and Mr. Brimm was to take the recommendations to the Standards Committee of A.A.T.S.

A recommendation for a continuation of the Standards Committee of A.T.L.A. was to be taken up at the business session.

(The REPORT is not included with the PROCEEDINGS due to the size of the document, and the fact that each school will receive copies from the Standards Committee)

Wednesday, June 11, 9:00 A.M. Joint Meeting with A.A.T.S.

Memorial Service honoring Nevin C. Harner
 PROTESTANTISM AND THEOLOGICAL EDUCATION
 Report of the Committee on Library Standards
 THE RELEVANCE OF THEOLOGY

Dr. Henry Pitt Van Dusen
 Dr. James H. Nichols
 Walter N. Roberts, Chairman
 Dr. Morton S. Enslin

Wednesday, June 11, 2:00 P.M.

Tour of Louisville Free Public Library Audio-Visual department.

Wednesday, June 11, 7:30 P.M. (President Raymond P. Morris, presiding)

A CONSIDERATION OF IMPORTANT REFERENCE TOOLS FOR THE STUDY OF THE
 BIBLE

Calvin H. Schmitt
 McCormick Theological Seminary, Chicago.

The most important recent treatment of trends in Old Testament study and discussion of representative and creative publications in the field is found in the volume entitled The Old Testament and Modern Study: a Generation of Discovery and Research, Oxford, 1951, edited by H.H. Rowley. With the exception of three, the essays are written by members of the Society For OT Study. The contributors and their essays are as follows: W.F. Albright, "The Old Testament and the Archaeology of Palestine"; and "The Old Testament and the Archaeology of the Ancient Near East"; C.R. North, "Pentateuchal Criticism"; N.H. Snaith, "The Historical Books"; O. Eissfeldt, "The Prophetic Literature"; A.R. Johnson, "The Psalms"; W. Baumgartner, "The Wisdom Literature"; D. Winton Thomas, "The Textual Criticism of the Old Testament"; A.M. Honeyman, "Semitic Epigraphy and Hebrew Philology"; G.W. Anderson, "Hebrew Religion"; N.H. Forteous, "Old Testament Theology"; T.H. Robinson, "Epilogue: The Old Testament and the Modern World". At the end of each essay may be found a carefully selected bibliography in various languages. The aim is to survey the work of the last thirty years pointing out changes, trends, new developments, and to call attention to scholarly work less widely known, in part, because it has not been made available in English.

The scope of OT study is so vast that even OT scholars cannot hope to keep up with the profuse literature in the field. This has implications for the librarian in the matter of acquisitions. As a rule, there are no more than one or two members in the OT department of the average seminary faculty. Normally, they tend to have their own special interests and points of view. Professors come and go but the library must build for the ages. Since the librarian cannot be a specialist in all fields, he needs dependable guidance for a broad view of the field. Such volumes as mentioned above provide this guidance. In addition, one might also mention The Haverford Symposium on Archaeology and the Bible published by the American Schools of Oriental Research in 1938, and The Study of the Bible Today and Tomorrow edited by H. R. Willoughby in 1947. These three studies will provide assistance in orienting the librarian in terms of OT trends and publications.

Let us now ask what are some of the current trends? First of all, there has been a notable increase of interest and writing in the field of OT theology. There is also a tendency toward more conservative views as a result of critical scholarship. Where such views become apparent, they represent a conservatism based on evidence rather than dogmatism.

New sources of knowledge that stagger the imagination have become available, particularly in the field of archaeology. The excavation of such ancient sites as Nuzu, Ugarit, and Mari, will provide grist for the research mill for years to come. If one follows the writings of W.F. Albright and the publications of the American Schools of Oriental Research, one may construct a fair picture of the important discoveries and their bearing on Biblical studies. It must be remembered that the results of these studies, more often than not, have an indirect rather than a direct bearing on the Bible. The Bible itself remains the main source of our knowledge of the History and Religion of Israel.

Another trend is seen in the study of the prophets, with less emphasis on the sharp antithesis between the prophets and priests, and fewer tendencies to isolate Israel from her environment. Closely related to this approach has been the application of the form-critical method to the study of the Psalter. Here is illustrated the trend to interpret many biblical texts as rituals. Instead of being so much concerned with the date and historical setting of individual psalms, the question is why were they written and to what ritual use were they applied. The two men who have influenced scholarship most in this area are the German scholar, Herman Gunkel, who died in the early thirties, and the contemporary Norwegian scholar, Sigmund Mowinckel. Gunkel held that the power of custom was much stronger in the ancient world than it is today. Hence the literature of Israel must be studied in terms of its literary forms (Gattungen) and the situation in life (Sitz in Leben) which produced such forms. Unfortunately, little of the writings of these men has appeared in English. Their influence, however, is seen in the work of many scholars, for example, J. Hempel, O. Eissfeldt, A. Weiser in Germany, and G. Widengren, I. Engnell, A. Bentzen and others in the Scandinavian countries. Aage Bentzen, considered one of the most indefatigable Scandinavian scholars, has made much of recent Scandinavian scholarship available to English readers in his Introduction to the Old Testament, 2 vols., 1948-49. However, not all scholars have followed this method. Such men as E. König, W.E. Barnes, B.D. Eerdmans, and others have continued to follow the individual approach. For fuller discussion of this trend together with an evaluation of the literature, the essay of Aubrey Johnson on "The Psalms" in The Old Testament and Modern Study should be consulted.

In the area of textual criticism the trend has been toward a greater respect for the Massoretic text. Recently, textual studies have been powerfully stimulated by the discovery of the Dead Sea Scrolls. One of the fullest bibliographies on the Scrolls is found in Paul Kahle's Die Hebraischen Handschriften aus der Hohle, 1951. In connection with Hebrew studies, students and libraries will welcome the 1952 edition of the Hebrew and English Lexicon of the Old Testament, edited by Brown, Driver, and Briggs. The completely new Koehler and Baumgartner Lexicon in Veteris Testamenti, still in the process of publication, is very helpful with its new material and meanings in the English language, but it does not supersede the previously mentioned work. Another important contribution to the textual criticism of the Hebrew Bible is the new critical edition of the Vulgate. The first volume appeared in 1926. Published under the title Biblia Sacra..., the latest tome is volume IX with the text of Hester et Job, 1951. Heretofore, the ordinarily used Vulgate text was based on the edition of the Latin Bible published under the authority of Pope Clement VIII (1592). Pope Pius X felt that on account of the growth of critical and historical studies of the Bible, a definitive and authoritative text of the Vulgate should be prepared. As a result, a group of Benedictine monks was appointed in 1907 to carry out the work now in progress. Competent authorities indicate that the critical work is thorough. This edition is indispensable for any critical study. It is printed on durable paper and all volumes published are still available.

In recent years several new periodicals and study series have appeared which are important as OT resources.

Vetus Testamentum (vol. 1, no. 1), appeared in January 1951. It is issued quarterly and published for the International Organization of Old Testament Scholars by E.J. Brill. The editorial board consists of six scholars, one each from England, Denmark, The Netherlands, United States, France, and Germany. Usually there are four or more substantial articles, a series of short notes on critical problems, a few critical reviews of important publications and a short booklist. "The primary aim of the journal is to promote true international cooperation in the study of the Old Testament; and the contents of each issue have been....representative of different geographical and linguistic areas". (V.T. vol II, p.1.). The articles appear in English, French, and German.

The Israel Exploration Journal is a quarterly published with the assistance of the Jewish Agency, the Department of Organization of the Hebrew University, and the Israel Exploration Society. Its first number was also issued in January 1951. The main purpose is to communicate to scholars abroad the results of scientific investigations of the Near East as carried out in Israel, but contributions from other countries will be gladly considered. Articles are accepted in English or French. Thus far they have been largely in English.

Another publication of special interest, because its articles come entirely from the Scandinavian writers, is Studia Theologica. It is jointly published by seven Theological Faculties in Denmark, Finland, Norway, and Sweden. They are Copenhagen, Aarhus, Helsinki, Abo, Oslo, Lund, Uppsala. Two fascicles of approximately 100 pages each have appeared yearly since it began with volume 1 in 1948. "The space of the review is reserved for Scandinavian writers; only in exceptional cases can the Editor invite foreign scholars to contribute". Of 44 articles published, 5 were written in French, 19 in German, and 20 in English. Still another source of Scandinavian scholarship may be found in University of Uppsala studies (Acta Universitatis Upsalensis). Although the majority are written in Swedish a

few recent studies have appeared in English, for example, Cult and Canon: a Study in the Canonization of the Old Testament, 1950, by Gunnar Ostborn.

From the Netherlands we have the Oudtestamentische Studiën edited by P.A.H. DeBoer. This series began in 1942. Volumes VII and VIII appeared in 1950. There is considerable unevenness in both quantity and quality. A large number of the studies come from members of the Dutch OT Society. Volume VIII contains sixteen papers which were read at the international meeting organized by the Dutch OT Society in 1950. Most of the essays are in English with a few in French and German; none are written in Dutch. The English is poor and unidiomatic in some instances, but one must admire their fortitude in finding ways to communicate their ideas to the English speaking world.

We turn now to some of the commentary series. One which has been awaited with high anticipation is that of The Interpreter's Bible. Two volumes of 12 have been published. Surely every member of the A.T.L.A. is familiar with this enormous publication venture and the details may be omitted. Volume one, with general articles on the Bible and the Old Testament, including a commentary on Genesis and Exodus, is to appear this fall. The final volume is to appear in 1957. The service represents the vast findings of the best modern scholarship, including the work of 146 qualified biblical scholars and preachers of our time. It will include the new Revised Standard Version together with the King James Version. It is appropriate to mention here that the entire Revised Standard Version of the Bible will be published September 30, 1952, and the Old Testament portion of it for the first time on that date.

One of the long-awaited volumes of the familiar International Critical Commentary Series appeared just a few weeks ago. (May 1952). It is the publication of James Montgomery's Critical and Exegetical Commentary on the Book of Kings, which has been edited as a great work of love by his able pupil and scholar, Henry S. Gehman.

From England there is now appearing a more popular series called the Torch Bible Commentary. The three British editors are John Marsh, Alan Richardson, and R. Gregor Smith. The first volume on The Gospel of Mark by A.M. Hunter appeared in 1948. The others to date are: Revelation, 1949; Ruth and Jonah, 1950; Philippians and Colossians, Galatians, Deuteronomy, all in 1951. The aim of the series is to provide the general reader with the soundest possible assistance in understanding the message of the Bible. The findings of modern critical scholarship have been taken into account. Yet the minute points of language, archeology, or text, have not been pushed into the foreground. The writers of the commentaries have been asked to bear in mind "the Bible is more than a quarry for the practice of erudition; that it contains the living message of God". These volumes are for the "thoughtful reader who wishes to understand his Bible".

A similar type of commentary is appearing in Germany. The NT series Das Neue Testament Deutsch edited by Althaus and Behn is complete. The OT series Das Alte Testament Deutsch edited by Hertrich and Weiser should be completed by 1954 with a total of 25 parts. To date 7 parts have been published: G.V. Rad, Genesis 1-12; A. Weiser, Psalms in two parts, Minor Prophets: Hosea through Micah, and the Book of Job; E. Elliger, Minor Prophets: Nahum through Malachi. The Elliger volume has appeared in a second edition within two years of the original edition in 1950. These commentaries are based on solid scholarship and are written by leading contemporary scholars in a style intended to have a wide appeal.

In connection with this work the Echter Bibel (Echter-Verlag), should be mentioned. This is a brief Roman Catholic commentary whereas Das Alte Testament Deutsch is Protestant in outlook. The Echter Bibel is edited by F. Nitscher and is complete through the Book of Job. This series has brief introductions of a few pages and translation with concise notes. These notes have an historical and theological character with textual comments at a minimum. Again as the two preceding commentaries, the Echter Bibel is not addressed to scholars but to clergy and school teachers. G.R. Driver says that the work is conservative, scholarly, careful, and accurate.

Of texts and versions some mention has already been made. The so-called Jerusalem Bible, a French translation, is gaining the reputation as being one of the best French translations. The work is done under the direction of the Ecole Biblique of Jerusalem. It is based on a critical text and will include the apocryphal books of the O.T. There are notes to assist the reader in understanding the text and each book is preceded by a brief introduction. The entire edition will consist of 35 to 40 small volumes. Approximately half have been published. They are more or less equally divided between the Old and New Testaments.

If time would allow, something should be said of the revival of critical Biblical studies in Spain and the publication of new Spanish versions on the part of Protestants and Catholics. However, before concluding these comments, I would like to mention two matters which concern librarians in theological institutions and biblical scholars alike.

The first concerns publications that are now coming out of Israel. A great many studies are being published in modern Hebrew. For example, an important Bible encyclopedia is now in the process of publication. (Encyclopedia Biblica... vol. 1, 1950. Bible Foundation, Jerusalem.) It is likely that modern Hebrew will become more widely used. Relatively few non-Jewish biblical scholars read it fluently. What ought to be our policy of acquisition? Shall we depend on interlibrary loans for access to these resources? It would be worthwhile to know what the members of this organization are planning. Would it be practicable to encourage persons in our own field to master this language, with the view toward making translations where desirable?

The second matter suggests a problem more easily solved. There is an urgent need for as comprehensive an index as possible to the numerous Festschriften and similar publications that bear on the field of OT study. The index of Articles on the New Testament and the Early Church Published in Festschriften compiled by Bruce Metzger, 1951, is an illustration of what is needed. It occurs to me that the ATL might sponsor a project of this nature, and that a cooperative effort on the part of several librarians would be a practicable procedure. (In the course of the discussion a Committee was appointed to investigate the possibilities of this suggestion.)

In answer to a request about the Book List of the Society for OT Study, the following information was obtained: Address:

G. Henton Davies, Secretary
"Melrose", Church Street
Houghton-le-Spring,
County Durham, England.

Book List 1949, 58 pp., 3/6; 1950, 80pp., 4/6; 1951, 80pp., 4/6; 1952, 88pp. 5/-. Remittance must accompany order. Dollar checks accepted made out to: The Society For Old Testament Study.

A committee was to be appointed to investigate possibility of a Festschrift volume.

BUSINESS SESSION

APPENDIX A

LOUISVILLE CONFERENCE

SUMMARY OF GENERAL BUSINESS SESSION

Wednesday, June 11, 8:30 P.M.

1. The following report of the Auditing Committee was accepted:

"The auditing committee has examined the Treasurer's reports and found them in order.

Respectfully submitted
Miriam Penn
Roscoe Pierson
Valborg Bestul, Chairman

2. The following report of the Treasurer, C.H. Schmitt, was approved:

TREASURER'S REPORT

June 8, 1951 to June 9, 1952

Balance on Hand	June 8, 1951		3465.79
Institutional Membership receipts		327.00	
Active Membership receipts		162.00	
Associate Membership receipts		<u>8.00</u>	497.00
Royalty on M.Th. Theses Bibliography			405.12
Proceedings sold (Total annual income)			<u>6.30</u>
			1374.21
LESS:			
Mimeograph paper		38.40	
Gratuity for Conference Sec. Service, 1951.		1.35	
Bank service charges		.19	
Secretary Petty Cash		25.00	
CNLA Membership of ATLA		10.00	
Prep. and mailing of Proceedings		100.99	
Secretary Honorarium		100.00	
Printing forms for bills		5.05	
ATLA participation in Committee Z39		5.00	
Postage: Treasurer's Office		3.00	
Refund: Overpayment of Institutional dues		<u>2.00</u>	
Total disbursements			<u>290.98</u>
Balance June 9, 1952			1083.23

Financial Report of ATLA Investment in the Publication
of A BIBLIOGRAPHY OF POST-GRADUATE MASTER'S THESES IN RELIGION

The total investment is distributed as follows:

Committee Expenses 1948-51	\$ 33.76	
Printing by Edwards Bros.	<u>613.86</u>	647.62
SALES:		
57 copies sold at 1951 ATLA conference	114.00	
236 copies sold by ALA March 1, 1951 through Feb. 28, 1952.	<u>291.12</u>	<u>405.12</u>
Cost to ATLA to date:		242.50

Another report will be received from ALA soon after Aug. 31, 1952.

Respectfully submitted

Signed: Calvin H. Schmitt
Treasurer

3. The financial report of A BIBLIOGRAPHY OF POST-GRADUATE MASTER'S THESES IN RELIGION was accepted which appears in the treasurer's report.
4. Constitution

Second reading of Constitutional section III (Membership) ammendment reading as follows was voted: "Librarians who have been regularly retired by their institutions may also be continued as active members."

(The entire section now reads: a. Active Members. Librarians serving in theological seminary libraries, denominational historical libraries, and other specialized religious libraries, may become active members by vote of the Executive Committee; and librarians who have been regularly retired by their institutions may also be continued as active members.)

5. Standards Committee.

- a. Voted. That the present committee of ATLA on Standards be asked to carry out the request of AATS as per the Standards Report.
- b. Voted. To have a small committee to carry on and outline work of a continuing Standards Committee, and ask Mr. Gapp to serve on the committee.

6. Report on the INDEX TO RELIGIOUS PERIODICAL LITERATURE by Stillson Judah.

During this year a new attempt has been made to prepare an index to religious periodical literature through the cooperation of the libraries of this Association, and although the work has not been completed at this time, it is my firm resolution that if further cooperation can be given, it shall be completed by early fall.

A list of thirty-one titles of periodicals was made, and twenty libraries have volunteered to do the indexing. Since about a fourth of the periodicals had already been indexed for the year 1949 during an abortive attempt to form an index, it seemed best to utilize this work and prepare a subject and author index, including an author index to book reviews, for the three years from 1949 through 1951.

Because of the magnitude of this project it will not seem strange that at this time the chairman has only received index cards for a little more than over two-thirds of the total number of periodicals that were to have been indexed, but if they had been received, it is very doubtful whether all of the headings could have been checked and all of the necessary cross-references made and checked by the chairman.

In the preparation of the index cards each indexer was asked to use the Union Theological Seminary list of theological subject-headings for the religious subjects, and also to utilize sparingly the Library of Congress headings or those of the International Index where these gave more specific headings. For non-religious headings the Library of Congress system was to be used. In the hope that we might get eventual publication of our work by the Wilson Co., and because of the economy of space which the International Index exhibits, a similar format was proposed.

Since the periodicals vary greatly in the number of articles, and because there is still a third of the titles to be added, in addition to the inclusion of many more cross-references, it is still impossible to estimate the size of the final compilation. Therefore, the final cost of production, whether it be mimeographed or produced by some photo-lithographic process, cannot be accurately determined yet. A guess that is too hazardous to be safely relied upon is that the final compilation may contain as many as 7500 separate entries including cross-references.

The periodicals that are now being indexed are: The Anglican Theological Quarterly, Baptist Quarterly, Biblica, Biblical Archaeologist, Catholic Biblical Quarterly, Christianity and Crisis, Church Quarterly Review, Congregational Quarterly, Crozer Quarterly, Interpretation, Jewish Quarterly Review, Journal of Bible and Religion, Journal of Cuneiform Studies, Journal of Near Eastern Studies, Journal of Pastoral Care, Journal of Religious Thought, Journal of Theological Studies, Lutheran Quarterly, Modern Churchman, Muslim World, Palestine Exploration Quarterly, Review and Expositor, Revue Biblique, Revue d'Histoire et de Philosophie Religieuse, Scottish Journal of Theology, Social Action, Studia Theologica, Syria, Theologische Rundschau, Theology Today, Vetus Testamentum.

The Chairman expresses his thanks to the following committee members who have given so much of their time to this indexing project: Robert Beach, Union Theological Seminary, New York; Leo T. Crismon, Southwestern Baptist Theological

Seminary; Arnold Ehlert, Fuller Theological Seminary; T. L. Elliott, Southwestern Baptist Theological Seminary; Emma Frank, Oberlin Graduate School of Theology; Kenneth Gapp, Princeton Theological Seminary; Evah Kincheloe, Chicago Theological Seminary; Raymond Morris, Yale Divinity School; Jannette Newhall, Boston Theological Seminary; John W. Parker; Roscoe Pierson, College of the Bible; E. Vernon Ritter, California Baptist Theological Seminary; Elizabeth Royer, Candler School of Theology; Niels Sonne, General Theological Seminary; Edward Starr, Crozer Theological Seminary; Paul Stonesifer, Theological Seminary of the Evangelical and Reformed Church; T. L. Trost, Colgate-Rochester Divinity School; Dechard Turner, Perkins Theological Seminary; Ernest White, Louisville Presbyterian Theological Seminary; Dorothea Williams, Northwestern Schools.

Stillson Judah
Pacific School of Religion
Chairman, Periodical Indexing Committee

- a. It was agreed that book reviews should be included in the INDEX, but it did not need to be a definitive list.
- b. Voted that the Association should support the project by advancing not in excess of \$1200. for the publication of the project subject to the recommendation of the Executive Committee.

7. Report on CNLA - Margaret Van Raden

It seemed that continuing sending a person to the meetings of CNLA was not worthy of our time and money as it had very little relevance for our group. It was recommended that we discontinue a delegate.

8. Recommendation of the Executive Committee regarding a stated expense account for the Association Officers. Voted.

President	
Vice-Pres.	50.00
Secretary	100.00
Treasurer	25.00
Proceedings	175.00
	<hr/>
total	350.00

9. The report of the Nominating Committee was accepted, with the incoming officers voted as listed below:

President	-Mr. Raymond F. Morris, Yale Divinity School
Vice-president	-Mr. Henry M. Brinn, Union Theological Seminary, Richmond
Secretary	-Miss Esther George, Bonebrake Theological Seminary
Treasurer	-Mr. Calvin Schmitt, McCormick Theological Seminary
Member at large of the Executive committee (three year term)	-Elizabeth Royer, Emory University

Respectfully submitted,
Dr. L. H. Elliott
Miss Carrie Simmers
Dr. Theodore Trost
Mr. F. T. Stonesifer
Dr. Herbert Wernecke, Chairman

10. The following report of the Resolutions Committee was accepted:

1. Resolved: That the American Theological Library Association expresses its appreciation to the Administration and Staff of the Southern Baptist Theological Seminary for their hospitality during its Sixth Annual Conference.
2. Resolved: That the Association expresses its thanks to Mr. Crisman and the Library Staff of the Southern Baptist Seminary and to Mr. White of the Presbyterian Seminary for their able planning of the local arrangements for the meeting.
3. Resolved: That the Association expresses its appreciation to Miss Hort and Miss Conrad for their notable contributions to the work of the organization and its regret that illness has prevented them from being with us. The Secretary is directed to send letters to Miss Hort and to Miss Conrad expressing greetings and best wishes for their speedy recovery.
4. Resolved: That the Association expresses its appreciation to the several committees for the work they have done this year, to those who read papers and led discussions and to all whose efforts have made this meeting successful.
5. Resolved: That the Association expresses its thanks to the officers for their skillful guidance of our affairs during the past year.
6. Resolved: That the Association gratefully recognizes the high achievement of the Joint Committee on Library Standards and thanks the members for their excellent service.

Respectfully submitted,

R. Pierce Beaver, Chairman
 Emily Chandler
 Newell E. Davis
 Carolyn L. Taylor

11. Voted that Robert Beach complete the term of Miss Dorothea Conrad as our representative on the ALA Council.
12. Voted on the recommendation of Miss Helen Uhrich to drop our membership in and representative to Committee Z39.
13. It was recommended that the Executive Committee consider the problem of raising membership dues beginning with the 1953-54 period.
14. Dr. E. L. Elliott gave a brief account of the Dr. Williams Library in London and explained its need for financial aid in completing the publication of its catalog of books. Voted that the Association explore the possibilities of raising the necessary amount for the completion of the catalog.

15. Voted that Dr. Elliott write an account of the organization and history of the American Theological Library Association to date.

Respectfully submitted,

Mrs. Evah O. Kincheloe, Secretary

(Meeting and Conference Adjourned)

** CORRECTION ON PAGE 5.

Now there are many other media performing the same function as books, each suited to the preservation and dissemination of a particular type of concept or idea. I contend that these other media, that serve the same function as books, insofar —

APPENDIX BMEMBERSHIP, AMERICAN THEOLOGICAL LIBRARY ASSOCIATION

1951-1952

(Persons marked * attended the Sixth Annual Conference)

ACTIVE MEMBERS

- Allen, Miss Clara B., Fuller Theological Seminary, Pasadena, California
 Anders, Katie, Mennonite Biblical Seminary, Chicago, Illinois
 Anderson, Mrs. Julia D., Columbia Theological Seminary, Decatur, Georgia
 Baker, Miss Josephine, Calvin College and Seminary, Grand Rapids, Michigan
 Barrett, Montgomery B., Bloomfield Seminary, Bloomfield, New Jersey
 *Beach, Robert F., Union Theological Seminary, New York, N.Y.
 *Beaver, R. Pierce, Missionary Research Library, New York, N.Y.
 *Bestul, Miss Valborg, Luther Theological Seminary, St. Paul, Minnesota
 Bishop, James F., Northwestern Lutheran Theological Seminary, Minneapolis, Minn.
 Boell, Miss Margaret, Meadville Theological Seminary, Chicago, Illinois
 Bouldin, Miss Myrtle, Bethel College, McKenzie, Tennessee
 Bouquet, Francis Lester, San Francisco Theological Seminary, San Anselmo, Cal.
 Bradley, Mrs. Verdelle V., Virginia Union University, Richmond, Virginia
 *Brimm, Henry M., Union Theological Seminary, Richmond 22, Virginia
 Carey, Mrs. Sally Jo, Church Divinity School of the Pacific, Berkeley, California
 *Chandler, Mrs. Emily Morrison, Westminster Theological Seminary, Westminster, Md.
 Cleveland, George J., Washington Cathedral, Mount St. Alban, Washington, D. C.
 Conn, Miss Louise M., Louisville Presbyterian Seminary, Louisville 2, Kentucky
 Conrad, Miss Dorothea, Capital University, Columbus 9, Ohio
 *Crismon, Leo T., Southern Baptist Theological Seminary, Louisville, Kentucky
 *Dagan, Miss Alice M., Chicago Lutheran Seminary, Maywood, Illinois
 Darnauer, Mrs. Elizabeth, Wartburg Theological Seminary, Dubuque, Iowa
 Davidson, Nelle, New Orleans Baptist Theological Seminary, New Orleans, La.
 *Davis, Newell E., Religion Section, Joint University Libraries, Nashville, Tenn.
 DeKoster, Lester, Calvin College, Grand Rapids, Michigan
 *Dunger, George A., North American Baptist Seminary, Sioux Falls, South Dakota
 *Ehlert, Arnold D., Fuller Theological Seminary, Pasadena 20, California
 Eisenberg, Miss Winifred V., Rose Memorial Library, Drew University, Madison, N.J.
 *Eisenhart, Miss Ruth, Union Theological Seminary, New York, N.Y.
 *Elliott, L. R., Southwestern Baptist Theological Seminary, Fort Worth, Texas
 Ernst, Miss Hilda, Mission House Seminary, Plymouth, Wisconsin
 *Farris, Donn Michael, Duke Divinity School, Durham, North Carolina
 Fisher, Glenn, Grand Rapids School of Bible Music, Grand Rapids, Michigan
 Fisher, Miss Ilo, Wittenberg College, Springfield, Ohio
 *Fortney, Edward L., Drew University, Madison, New Jersey
 Frank, Miss Emma L., Oberlin Graduate School of Theology, Oberlin, Ohio
 *Fritz, W. Richard, Lutheran Theological Southern Seminary, Columbia, S. Carolina
 Gamble, Connolly, Union Theological Seminary, Richmond, Virginia
 *Gapp, Kenneth S., Princeton Theological Seminary, Princeton, New Jersey
 Gardiner, Miss Mabel F., Garrett Biblical Institute, Evanston, Illinois
 George, E. F., Evangelical Theological Seminary, Naperville, Illinois
 *George, Miss Esther, Bonebrake Theological Seminary, Dayton, Ohio
 Gleason, H. A., Jr., Hartford Seminary Foundation, Hartford 5, Connecticut

- Goodwin, Jack H., Asbury Theological Seminary, Wilmore, Kentucky
 Gray, Miss Ruth M., Northern Baptist Theological Seminary, Chicago 12, Illinois
 *Halen, Eric G., Central Baptist Theological Seminary, Kansas City, Kansas
 *Hand, William J., Eastern Baptist Theological Seminary, Philadelphia, Penna.
 Harrer, John A., Congregational Library, 14 Beacon Street, Boston 8, Mass.
 Hess, Miss Geraldine, Pacific Bible College, Azusa, California
 *Highfield, Miss Betty Jane, North Park College and Theological Library, Chicago, Illinois
 Hodges, Miss Elisabeth, Episcopal Theological School, Cambridge, Massachusetts
 Hollenbeck, Miss Esther, Boston University School of Theology, Boston, Mass.
 Hort, Miss Margaret, Lutheran Theological Seminary, Philadelphia, Pennsylvania
 Jackson, Miss Grace, Golden Gate Baptist Theological Seminary, Berkeley, Cal.
 Jacobsen, Karl T., Luther Theological Seminary, St. Paul, Minnesota
 Johnson, Miss Elinor, Augustana College and Theological Seminary, Rock Island, Ill.
 *Judah, Jay Stillson, Pacific School of Religion, Berkeley, California
 Keir, Mrs. T. G., Divinity Hall Library, 3520 University Street, Montreal, Canada
 Khouri, Mrs. John W., Evangelical School of Theology, Reading, Pennsylvania
 *Kincheloe, Mrs. Evah O., Chicago Theological Seminary, Chicago 37, Illinois
 Kuschke, Arthur W., Westminster Theological Seminary, Philadelphia 18, Pa.
 Leech, David, Divinity School of the Protestant Episcopal Church, Philadelphia, Pa.
 Lindsjo, H., Seventh-Day Adventist Theological Seminary, Washington, D. C.
 Lyons, John F., McCormick Theological Seminary, Chicago, Illinois
 *McCloy, Frank D., Western Theological Seminary, Pittsburgh, Pennsylvania
 McCulloch, Miss Mary, Divinity School, University of Chicago, Chicago 37, Ill.
 *McTaggart, John, Eastern Baptist Theological Seminary, Philadelphia, Penna.
 Markley, Miss Lucy W., Germantown Ave., Lutheran Theological Seminary, Phila., Pa.
 Michel, Miss Majel Allen, Western School of Evangelical Religion, Jennings Lodge, Oregon
 *Moore, Miss Eleanor, Nazarene Theological Library, Kansas City, Missouri
 *Morris, Raymond F., Yale Divinity School, New Haven, Connecticut
 Mothershead, Mrs. Bertie, Texas Christian University, Fort Worth, Texas
 *Newhall, Miss Jannette E., Boston University School of Theology, Boston, Mass.
 *Nicole, Roger, Gordon Divinity School, Boston, Massachusetts
 Olson, Miss Ivy, Wheaton College and Theological School, Wheaton, Illinois
 Parker, J. W., 2709 S. Adams Street, Arlington, Virginia
 *Pienn, Miss Miriam E., Virginia Union University, Richmond 20, Virginia
 *Pierson, Roscoe M., College of the Bible, Lexington, Kentucky
 *Prince, Mr. Harold B., Columbia Theological Seminary, Decatur, Georgia
 *Rand, James I., Dallas Theological Seminary, Dallas, Texas
 Reid, Miss A. Brownie, Johnson C. Smith University Theological Library, Charlotte, N.C.
 Reynolds, Stephen M., Gordon College of Theology and Missions, Boston, Mass.
 *Riley, Miss Sara Ruth, Southern Baptist Theological Seminary, Louisville, Ken.
 *Rist, Martin, Iliff School of Theology, Denver, Colorado
 Ritter, R. Vernon, California Baptist Theological Seminary, Los Angeles 13, Cal.
 Robbins, Mrs. Ruth G., Iliff School of Theology, Denver, Colorado
 Roberts, Walter N., Bonebrake Theological Seminary, Dayton, Ohio
 *Royer, Elizabeth, Emory University, Candler School of Theology, Emory University, Georgia
 *Russel, Miss Emily G., Faith Theological Seminary, Wilmington, Delaware
 *Saleska, E. J., Concordia Seminary, St. Louis, Missouri
 *Scammon, John M., Andover-Newton Theological Seminary, Newton Heights, Mass.

- *Schmidt, Herbert H., Lutheran Theological Seminary, Gettysburg, Pennsylvania
 *Schmitt, Calvin H., McCormick Theological Seminary, Chicago, Illinois
 *Schultz, Miss Susan A., Asbury Theological Seminary, Wilmore, Kentucky
 Schuppert, Miss Mildred, Western Theological Seminary, Holland, Michigan
 Seitz, W. C., Bexley Hall, Kenyon College, Gambier, Ohio
 Shell, Elton, San Francisco Theological Seminary, San Anselmo, California
 Shepard, Edward L., Divinity School, University of Chicago, Chicago 37, Ill.
 *Simmers, Miss Carrie R., Bethany Biblical Seminary, 3435 W. Van Buren, Chicago, Ill
 Snively, Miss Mary Stouffer, Moravian College and Theological Seminary, Bethlehem,
 Pennsylvania
 *Sonne, Niels H., General Theological Seminary, Chelsea Square, New York 11, N.Y.
 *Starr, Edward C., Crozer Theological Seminary, Chester, Pennsylvania
 *Stanesifer, Edward C., Theological Seminary of the Evangelical and Reformed
 Church, Lancaster, Pennsylvania
 *Stauffer, Miss Isabelle, Princeton Theological Seminary, Princeton, New Jersey
 Stribling, Mrs. Mary C., South-Eastern Bible Institute, Lakeland, Florida
 *Swann, Arthur W., Garrett Biblical Institute, Evanston, Illinois
 *Taylor, Miss Carolyn L., Virginia Theological Seminary, Alexandria, Virginia
 Teague, Mrs. Grace M., Religious Section, Joint University Libraries, Nashville,
 Tennessee
 *Trost, Theodore, Colgate-Rochester Theological Seminary, Rochester 7, New York
 *Turner, Decherd, Jr., Perkins School of Theology, S.M.U., Dallas, Texas
 *Uhrich, Miss Helen B., Yale University Divinity School, New Haven, Connecticut
 *Van Raden, Miss Margaret, Union Theological Seminary, New York, N.Y.
 Votow, Dessie Mae, Presbyterian Theological Seminary, Austin, Texas
 *Wernock, Miss Ruth A., Asbury Theological Seminary, Wilmore, Kentucky
 Welle, Miss Edith L., Yale Divinity School, New Haven, Connecticut
 *Wernecke, Herbert H., Eden Theological Seminary, Webster Groves, Missouri
 *White, Ernest M., Louisville Presbyterian Seminary, Louisville 2, Kentucky
 Whitford, Miss Ruth, Biblical Seminary in New York, New York, N.Y.
 *Williams, Miss Dorothea, Northwestern Schools, 50 Willow St., Minneapolis, Minn.
 Williams, Miss Ethel, School of Religion, Howard University, Washington, D.C.
 Williams, Miss Mabel A., North Park College and Seminary, Chicago 25, Illinois

ASSOCIATE MEMBERS, 1951-1952

- *Allenson, Alex R., Blessing Book Stores, 81 West Van Buren, Chicago, Illinois
 Carpenter, Harland A., Wilmington Institute Free Library, Wilmington, Delaware
 Gratke, Paul, Milwaukee Public Library, 814 W. Wisconsin Ave., Milwaukee, Wis.
 Herrick, Miss Adele R., General Theological Library, Boston, Massachusetts
 *Huey, Miss Elizabeth, Methodist Publishing House Library, Nashville, Tennessee
 *Kieffer, Jay, Conestoga Book Service, Mahwah, New Jersey
 Loizenu, Miss Marie D., c/o H. W. Wilson, 950-972 University Ave., New York, N.Y.
 Mueller, Theodore, Library of Congress, Washington 25, D.C.
 Osborn, E.C., Athens College, Athens, Alabama
 Smith, Miss A. Marguerite, Zion Research Library, 120 Seaver St., Brookline 46,
 Massachusetts
 Williams, Miss Ollie Mae, Missouri Baptist College, Poplar Bluff, Missouri

ADDITIONAL ATTENDEES: SIXTH ANNUAL CONFERENCE

Elliott, G. M., Cincinnati Bible Seminary, Cincinnati 4, Ohio
Grisham, Frank P., Vanderbilt University, Nashville, Tennessee
Swann, Mrs. Arthur W., Garrett Biblical Institute, Evanston, Illinois
Willoughby, Mrs. Alfred S., Lutheran Theological Seminary, Mt. Airy, Philadelphia,
Pennsylvania

INSTITUTIONAL MEMBERS, 1951-52

Andover-Newton Theological School, 210 Herrick Rd., Newton Centre 59, Mass.
 Asbury Theological Seminary, Wilmore, Kentucky
 Augustana Theological Seminary, 820 -38th St., Rock Island, Illinois
 Austin Presbyterian Theological Seminary, Austin 21, Texas
 Bangor Theological Seminary, Bangor, Maine
 Berkeley Baptist Divinity School, 2606 Dwight Way; Berkeley, California
 Bethany Biblical Seminary, 3435 West Van Buren St., Chicago 24, Illinois
 Biblical Seminary in New York, 235 E. 49th. St., New York, N.Y.
 Bloomfield Seminary, Bloomfield, New Jersey
 Bonebrake Theological Seminary, 1810 Harvard Boulevard, Dayton 6, Ohio
 Boston University School of Theology, Boston, Massachusetts
 Brite College of the Bible, Texas Christian University, Fort Worth, Texas
 Butler University College of Religion, Indianapolis 7, Indiana
 Calvin College and Seminary, Franklin St., S.E., Grand Rapids, Michigan
 Candler School of Theology, Emory University, Atlanta, Georgia
 Chicago Lutheran Seminary, 1644 South 11th. St., Maywood, Illinois
 Chicago Theological Seminary, 5757 University Ave., Chicago, Illinois
 Chicago University Divinity School, 1156 E. 57th. St., Chicago, Illinois
 Church Divinity School of the Pacific, 2451 Ridge Road, Berkeley, California
 Colgate-Rochester Divinity School, Rochester, New York
 College of the Bible, Lexington, Kentucky
 Columbia Theological Seminary, Decatur, Georgia
 Crozer Theological Seminary, Chester, Pennsylvania
 Drew Theological Seminary, Drew University, Madison, New Jersey
 Dubuque Theological Seminary, University of Dubuque, Dubuque, Iowa
 Duke Divinity School, Durham, North Carolina
 Eastern Baptist Theological Seminary, Lancaster Ave. and City Line, Philadelphia, Pennsylvania

Eden Theological Seminary, Webster Grove, Missouri
 Episcopal Theological School, 99 Brattle Street, Cambridge, Mass.
 Evangelical Lutheran Seminary, Capital University, Columbus, Ohio
 Evangelical School of Theology, Reading, Pennsylvania
 Evangelical Theological Seminary, Naperville, Illinois
 Gammon Theological Seminary, Atlanta, Georgia
 Garrett Biblical Institute, Evanston, Illinois
 General Theological Seminary, Chelsea Square, New York 11, N.Y.
 Hama Divinity School, Wittenburg College, Springfield, Ohio
 Hartford Seminary Foundation, Hartford, Connecticut
 Harvard Divinity School, Harvard University, Cambridge, Massachusetts
 Hood Theological Seminary, Livingstone College, Salisbury, N.C.
 Howard University School of Religion, 2441 Sixth St., N.W., Washington, D.C.
 Iliff School of Theology, Denver University, 2201 South University Boulevard, Denver 10, Colorado

Johnson C. Smith University Theological Seminary, Charlotte, North Carolina
 Joint University Libraries, Nashville, Tennessee
 Kenyon College Divinity School, Gambier, Ohio
 Lincoln University Theological Seminary, Lincoln University, Pennsylvania
 Louisville Presbyterian Theological Seminary, 109 E. Broadway, Louisville, Ken.
 Luther Theological Seminary, Como and Luther Place, St. Paul, Minn.
 Lutheran Theological Seminary, Gettysburg, Pennsylvania
 Lutheran Theological Seminary at Philadelphia, Philadelphia, Pennsylvania
 Lutheran Theological Southern Seminary, Columbia, S.C.

McCormick Theological Seminary, 2330 North Halsted St., Chicago, Illinois
 Missionary Research Library, 3041 Broadway at 112th. St., New York, N.Y.
 Moravian College and Theological Seminary, Bethlehem, Pennsylvania
 New Brunswick Theological Seminary, New Brunswick, New Jersey
 New Church Theological School, Cambridge, Massachusetts
 Northern Baptist Theological Seminary, 3040 Washington Blvd., Chicago, Illinois
 Oberlin College Graduate School of Theology, Oberlin, Ohio
 Pacific School of Religion, Berkeley, California
 Perkins School of Theology, Southern Methodist University, Dallas, Texas
 Phillips University, Graduate Seminary, Enid, Oklahoma
 Pittsburgh-Xenia Theological Seminary, 616 West North Ave., Pittsburgh, Pa.
 Princeton Theological Seminary, Princeton, New Jersey
 Protestant Episcopal Theological Seminary, Alexandria, Virginia
 San Francisco Theological Seminary, San Anselmo, California
 Seabury-Western Theological Seminary, Evanston, Illinois
 Southern Baptist Theological Seminary, 2825 Lexington Rd., Louisville, Kentucky
 Southwestern Baptist Theological Seminary, Fort Worth, Texas
 Temple University School of Theology, Philadelphia, Pennsylvania
 Theological Seminary of the Evangelical and Reformed Church, Lancaster, Pa.
 Union Theological Seminary, Broadway at 120th, New York 27, N.Y.
 Union Theological Seminary, Richmond, Virginia
 Virginia Union University Theological Seminary, Richmond, Virginia
 Wartburg Theological Seminary, Dubuque, Iowa
 Western Theological Seminary, Holland, Michigan
 Western Theological Seminary, Pittsburgh, Pennsylvania
 Westminster Theological Seminary, Westminster, Maryland
 Yale University Divinity School, New Haven, Connecticut