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SUMMARY OF PROCEEDINGS

FIFTH ANNUAL CONFERENCE

AMERICAN THEOLOGICAL LIBRARY ASSOCIATION

Rochester, New York

June 12-13, 1951

AUGUSTANA THEOLOGICAL SEMINARY
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TUESDAY, JUNE 12, 10:45 A.M. (President Jannette Newhall, presiding)

DEVOTIONS

William J. Hand, Librarian
Eastern Baptist Theological Seminary

REMARKS OF WELCOME

Theodore Louis Trost, Librarian
Colgate-Rochester Divinity School

SOME CURRENT ISSUES IN THEOLOGICAL EDUCATION

Presented by Dr. Milton C. Froyd
Colgate-Rochester Divinity School

(Due to the illness of Dr. Froyd the manuscript of his speech has not been available. If possible it will be included with the first issue of the News Letter in the fall.)

REPORT OF THE COMMITTEE ON A MASTER LIST OF RESEARCH STUDIES IN RELIGION

Presented by Niels H. Sonne, Chairman

Summary: "After three years of work, our project, A Bibliography of Post-Graduate Masters' Theses in Religion, has been completed. To the best of our knowledge and ability, it includes all theses accepted for the degree of Master of Theology and Master of Sacred Theology from all Protestant seminaries in the U.S.A. through the graduation of 1950 and now in their libraries... In putting forth this publication, we wish to thank the members of the Association for their excellent co-operation in sending titles and in replying to our many calls for additional information."

(At the business session following the Report a vote of thanks was given to Dr. Sonne, and the work of the Committee closed.)

TUESDAY, JUNE 12, 2:00 P.M. (Calvin Schmitt, presiding)

INTRODUCTION OF DELEGATES

STANDARDS FOR ACCREDITATION FOR THE THEOLOGICAL LIBRARY

Presented by Dr. Raymond Morris, Librarian
Yale Divinity School

The topic, which is our assignment, is concerned with the accreditation of the libraries of the American Association of Theological Schools. As you know, the Association is interested in furthering and advancing the quality and effectiveness of

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training in the disciplines of theology. To this end it is exploring ways and means whereby it may encourage, assist and otherwise contribute to the general uplift and improvement of theological education. To this commendable end it has devised and projected a system of accreditation, which covers various phases of theological training, including the library. It has, on the basis of findings and agreements, established a list of so-called "accredited institutions." It is the hope with the passing of time and by demonstrations of soundness of judgment, that the prestige and acceptance of the system of accreditation of theological seminaries and colleges will win general favor. As a matter of fact it holds such favor today.

The potential service, for both the weaker and the stronger institutions, of a program of accreditation captures our imagination and enthusiasm. There is need for a reliable guide for those who are required to pass judgment on theological education. The variation in the effectiveness and the weakness of theological training is too obvious to allow complacency. We need the stimulating effect which accreditation can foster. We need new ideas, experimentation, a sharing of tested procedures, a widening of our horizon in the world of education. There is an element of urgency in the matter. The stakes are none less than the retention of the Protestant faith as a vital influence and factor in twentieth-century American life and culture. Even Western civilization and world Christianity are the ultimate reach of the problem. To the general purposes of the American Association of Theological Schools, all of us we are sure, are in hearty agreement.

The process of certification of institutions presents problems of serious proportions. It is serious because it recognizes commitments to certain standards and rejections of certain practices. Effective accreditation involves sobriety of judgment, fundamental integrity, scope, perspective, and "horse sense." A reliable system of accreditation must stand for something and accomplish something. Less elegantly, it must have teeth in it. Yet it must be wise and allow for a wide latitude of flexibility. There is no place for the stereotype. You may recall Emerson's aphorism: "A foolish consistency is the hobgoblin of little minds, adored by little statesmen and philosophers and divines." The fundamental result of accreditation should be positive and helpful. It can be constructive. It can also be petty and artificial. In our zeal for accreditation we must not distort vision and thwart worthy purpose. We can "stick in our thumb, and pull out a plum, and say, what a great boy am I!"

With these bits of homily behind us, it might be well to recall to mind, by way of briefest summary, what is now done by the Association in accreditation. It has established criteria guiding the accreditation of institutions. Among these one deal specifically with the library:

An accredited theological seminary or college should have a library which is live, adequate, well distributed and professionally administered, with collections bearing especially upon subjects taught and with a definite annual appropriation for the purchase of new books and the appropriate contemporary periodicals. Cf. Bulletin, The American Association of Theological Schools.

The first impression on reading this notation is its avoidance of the specific and its generalization. The intent, however, is perfectly clear. This statement of the AATS is, with minor changes, identical with the statement of the North Central Association of Colleges and Secondary Schools. (Cf. North Central Association quarterly, VIII, Je. 1933, p. 82)

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You may recall, also, that annually we are asked to supply the Association with four figures describing the library: the number of volumes in the library, the number of periodicals subscribed for currently, the expenditures for books, and the expenditures for periodicals.

The procedure of accreditation, as we understand it, involves the assembling of pertinent data about an institution. A representative is sent to the petitioning institution (since 1948, two representatives) who in turn report to the Association. In light of their report, and after study and consideration of relevant data at hand, a recommendation is framed. This recommendation may be that the institution be fully accredited, or not accredited, or accredited with reservation. For the library these reservations are noted as: "Inadequate library," "Inadequate support of library," "Inadequate library and library support," or "Library management and equipment inadequate."

More recently a questionnaire has been placed in our hands by a Joint Committee of the American Association of Theological Schools and the American Theological Library Association. With this went covering letters. These explained that the Committee hoped, as a result of data secured, that more satisfactory standards for library accreditation be established. This brings us to date. Now for the question: Where ought we go from here?

We can proceed most wisely if we remember certain obvious but important facts about American institutions for training in theology. We need to appreciate, that in spite of similarity of nomenclature, there are wide diversities among these institutions in matters of size, financial ability, purpose, concept of their job, philosophy of education, constituency and traditions. In these factors theological institutions are similar to the common pattern of American higher education. The institutions of the AATS may be post-graduate, their outward requirements as stated in their bulletins may sound the same. But fundamentally the variation among them is great. This is not to say that such variation is bad or unfortunate. In many respects it is good. There is something to be said for the tradition of the Episcopal Church which prefers the small school, with strong emphasis on the experiences which arise out of intimate relationships in a common purpose. There is much to be said for the tendency of the Southern Baptists with their large enrollments and their responsiveness to the immediate needs of that affiliation. There are sectional differences and denominational differences. There are wide variations in matters of doctrine with corresponding educational implications. There are functional differences which can well be maintained. There is the University seminary. American church life would be much the loser if the non-sectarian and interdenominational seminaries were to lose their influence. Though, on paper, all institutions may have the same entrance requirements there is, in fact, a marked variation in the quality of the student bodies. The qualifications of the instructional staff vary. The educational traditions of these institutions vary. With these variations come differences in educational expectations and results. Theological libraries, as a part of these institutions, reflect these variations.

There are elements of diversification and there are also elements of unity. There is but one Lord and Saviour of us all, one God, one Truth, one Salvation. Truth, we may believe, is a unity, though our apprehension of it may be relative. In the seeking of Truth the educational processes do not vary in Maine and Vermont from the other forty-six states. Though curricula emphasis may and should vary, essentially there

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are no short cuts to learning--to growth in understanding, personality and character, to growth in professional effectiveness. You cannot conjugate a verb more readily in Boston than you can in Texas. There is no such thing as a theology for the countryside that is different from a theology for Riverside. The employment of theology by the leader in religion involves the mastering of a subject and the appropriation of its methodologies such as must be employed if one is to deal at depth with certain fundamental human problems and questions. There is no short-cutting in the mastering of the process of theologizing. There is no offsetting the need for it in certain situations. A six-week course is less effective than an extended course, and bad instruction is just as fatal in the small as in the large institution. The training is only more or less adequate, or more or less inadequate. This is not to suggest that the rural minister will not employ the language and approach, the terms and connotations meaningful to the countryside as he preaches or ministers to his rural constituency. In such, good sense and good homiletics coincide. But the essential processes whereby a person arrives at theological maturity and effectiveness is the same in East and West, North and South, in the village or in the city.

Likewise for the understanding of the New Testament, or the whole range of the theological curriculum. Relative emphases and curricular variations should not confuse us in this matter of commonness and unity. Our differences are those of quality, of effectiveness, of thoroughness and degree.

In this problem of accreditation, then, we must constantly bear in mind that no theological education is good education which does not proceed with something of the thoroughness and seriousness of scholarship. And in this the effectiveness of the library is closely related to such variable factors as the personality and training of individual instructors, the prevailing student respect for scholarship, as well as the outward features of the library and the administrative skill of the librarian. A library becomes effective when there is a certain excellence of "tone" which makes a process significant and which gives to books and libraries their rightful place in the life of an institution. This suggests, so it seems, that standards of proficiency cannot be applied mechanically to a given institution without the risk of injustice. There is the risk that such standards represent nothing more than that which is arbitrary and that they will lack the fundamental requirement of accreditation, integrity.

How far can we go in formulating criteria or standards to be used in accrediting the library? The covering statements of the questionnaire which was sent to us by the Joint Committee of the AATS and ATLA seem to suggest dissatisfaction with our present criteria of accreditation. We might put the question this way: are the present procedures followed by the AATS for accreditation of the library adequate, or do we wish them modified?

In suggesting an answer to this question, we may well consider the experiences of other library accrediting agencies. We can begin with A Survey of Libraries in the United States which was conducted by the American Library Association (The Association, 1926-27, 4v.). The purpose of the survey was to inquire into the status of American libraries and to develop a reliable body of information about these libraries and their procedures. The basic philosophy justifying the survey was that by summary, analysis of work, review of activities, survey of physical properties--housing, book stock, seating, lighting, etc.--effective procedures would be noted and

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reliable standards deduced. These standards in turn could be applied in lifting the general level of similar libraries.

The basic philosophy and type of thinking which developed the A.L.A. survey were incorporated as College Library Standards, a list of criteria adopted by the Advisory Group on College Libraries of the Carnegie Corporation, 1932. While the Chairman, William Warner Bishop, insisted that the group made no attempt "to give numerical or quantitative standards," these criteria were, as a matter of fact, external and basically quantitative in analysis.

Perhaps the most concrete and useful tool which resulted from the efforts of the Advisory Group on College Libraries was the publication of the Shaw List of Books for College Libraries (A.L.A., 1931). This tool has proved to be helpful, though not always in the way its devisers intended it should be. It presupposed a unity in American college libraries which proved to be non-existent. Its value is that of a reference tool, not a measure of effectiveness.

Another effort to formulate and to establish definite standards in terms of quantitative analysis was published under the title: "The Library," by Douglas Waples. This formed Volume IV of The Evaluation of Higher Education (University of Chicago, 1936). The latter was a series of monographs based on the investigation conducted for the Committee on Standards of the Commission on Higher Institutions of the North Central Association of Colleges and Schools. The conclusions reached by the Waples' study were so obvious as to have precluded the study. It was found, for instance, that there were correlations between the effectiveness of college programs in general and such library factors as book and periodical holdings, financial support, and the use made of the library by students and faculty. But in specific application these generalizations had to be surrounded by so many qualifications as to render the method of objective and quantitative measurements suspect. Perhaps the most pregnant observation of Waples' study was that the educational importance of the library "is so clearly due to intelligent promotion of student reading that the extent of such promotion should become a measure of library excellence as soon as the factor can be clearly defined" (p. 77). To no little extent subsequent library thinking has been directed by the implications of that statement.

This shift is reflected in such discussions as Branscomb's Teaching with Books (A.L.A., 1940) and The Librarian and the Teacher in General Education: A Report of Library-Instructional Activities at Stephens College, by Johnson and Lindstrom (A.L.A., 1948). The orientation and focus of interest in thinking, of which the latter two titles are representative, indicate a shift away from the objective or yardstick measurement to a more involved evaluation and the combination of quantitative measurement with educational processes, and with the emphasis decidedly on the latter.

In summary, then, we may say that the trend in judging library effectiveness has been away from quantitative measurement to a focusing of interest on the educational process. It is thus that American library thinking and philosophy have arrived at some measure of maturity. It is in this light that we can best see the purpose and the function of the library and librarianship. We can now talk somewhat the same language with the educator, with the full knowledge that the educational program and the library program must be conceived of as but two phases of one process, neither understandable without the other. It has meant that the library is brought into the

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center of things as one of the two basic ingredients of the educational process--the learner and the book. We submit that this trend has been salutary.

What does this mean in terms of standards of accreditation? Its obvious meaning suggests a shift in focus of attention from such elements as size, acquisitions, catalogs, etc., to programs. This has been overdue. You will remember William M. Randall's comment on his survey for the Carnegie Corporation in 1932:

It is evident from conversation with the librarians of these colleges that the importance attached to the catalog is very great This and other facts all point to the conclusion that the approach to the problems of the college library has been sought primarily from the side of the books themselves rather than through a study of the users of the books. A great catalog, a careful classification, an accession book which shows at a glance the number of volumes in the library: these are the things to which college librarians point with pride. The task of bringing about a contact between the books and the students is left largely to the faculty of the institution and to the least mature and experienced members of the library staff.¹

We librarians may well remember Branscomb's warning of the disastrous effects of the tendency in librarians to allow themselves to become preoccupied with the "administration and care of books rather than the stimulation of student minds." One unforeseen result he mentioned was to reduce the status of the librarians to that of administrators, technicians, and clerks (p. 7). The whole temper of Branscomb's book is in protest against this. We think he is right.

If this be so, how do we judge a library? We should judge it by the effectiveness of its program. In terms of standards a particular library should be accredited when it does the job it is expected to do in a given situation. It cannot do this without a book stock. But the number of volumes and acquisitions is of secondary importance. Building and equipment have a bearing on the job, but an effective program can be pursued in spite of inadequate buildings and limited equipment. A strong staff of professional stature has direct bearing, but the essential ingredients of good staffing are insight, fundamental knowledge, imagination, and those abilities which enable a group to carry their program into the heart of the school by the sheer merits and usefulness of their activities. When does a library staff become proficient? It becomes proficient in a given situation when it understands the purpose, the program, and the know-how of the school and, in turn, exhibits ability of adjust and to frame a library program accordingly. It is these qualities which make library programs important. We may assume that the results of such a program will be recognized by institutions and administrators and, in turn, that it will elicit their support. The important question is: how fully have we understood our job and how fully have we carried it into the life of the school?

Now when we approach library work from this point of view, the limitations and the futility of certain quantitative measurements become apparent. On the other hand

¹William M. Randall, The College Library (Chicago: American Library Association and University of Chicago Press, 1932), p. 54. Cited in Harvie Branscomb, Teaching with Books, p. 7.

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we see that the things which count most are those intangibles arising out of the whole complex of factors which cannot be reduced to formulae, tables and measurements. They can be seen and judged by those of competence, and we are well aware of their existence, but to measure them by questionnaires or factual data is another thing.

It is because of these factors that library thinking and educational accreditation have moved away from the point of view prevailing twenty years ago. It is not that we are not interested in the quantitative measurements. We are. But we are aware of what they do not measure. We believe that the Association will spend its efforts most profitably if it accepts the general trend of the times.

If we can come to see and accept this viewpoint in respect to the place of the library and its program in the institution; if, in our philosophy of librarianship, the primary thing we are after is effective educational process, then this viewpoint will, in turn, determine the questions which we shall need to raise, relative to accreditation. In matters of establishing standards, for one thing, we shall lay less stress upon criteria of quantitative measurement. They will remain important but of secondary importance, and they will enter into judgment set in a wide context of relevant factors.

Of these quantitative measurements for judging a library, i.e., size, acquisitions, budgets, etc., in our thinking, the data relating to financial support is the most indicative of the thing we are after. Our conviction is that the fundamental factor in establishing and maintaining library service is the budget. It is money which buys books and periodicals and binds them. It takes labor and skill to organize and to render them available. Labor and skill cost money. It is money which, to a large degree, determines the general level of the personnel a library can attract and retain. Money builds buildings, buys equipment, corrects lighting defects, etc. No amount of ingenuity, consecration or ability on the part of the librarian and his staff will be sufficient for the task unless funds are available to do the job. As a matter of fact, the efficacy of a fine building, or a splendid collection of books, or the efforts of a competent and devoted staff can be wrecked or nullified if a library's budget is inadequate. For these reasons the data assembled relative to budgets are most suggestive and meaningful and should be probed most thoroughly. We need accurate data on book and periodical appropriations and expenditures. We believe the Association would be well advised to gather figures on total library support which could be broken down to the basic categories of salaries, wages, books, periodicals, binding, and miscellaneous.

We can continue to assemble data in respect to book holdings, acquisitions, etc. But we must not be misled in interpreting what these data mean. To illustrate: we have two institutions reporting. One lists total book holdings of 50,000 volumes, another of 35,000 volumes. It is not inconceivable that the latter is a more effective collection. Size has some bearing on library effectiveness at certain levels of educational work. But the important question does not relate to size but to fitness.

We need to be warned against a too-restricted concept. The scope of the library should go beyond the demands of tomorrow's classes. Too many of our collections demonstrate the "survival of the unfit." Dullness, mediocrity and second-rate books attract only the petty and limited mind. Likewise mere size, leading to delusions of grandeur, is equally unattractive.

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Books must be related to a purpose. We can get all fouled up in our judgment by the unwarranted prestige enjoyed by the word "research" in academic circles. We need, for present purposes, to push back and out of the area of immediate focus such connotations as are conjured up by the terms research, graduate work, and so on. For the B.D. degree and Master's level in American theological education, the principle of selectivity, suitability, purpose, fitness needs to be stressed in book acquisition. We can talk about our collections being too meagre. Obviously, you don't have a library apart from books, and lots of them. But our collections can also become too large, so that they become unwieldy, unnecessary, and expensive. These factors will altogether too frequently affect adversely the appropriate stress on service and program which a library should offer. A relatively high degree of effectiveness for the B.D. and Master's degrees can be done with a collection of no more than 40,000 to 50,000 volumes. We are reluctant to mention any figure governing the size of a collection, and certainly for purposes of accreditation, no figure should be mentioned. A figure is suggested here to emphasize that, as acquisition is important, so are pruning, weeding, discarding, etc., essential to maintaining a high level of effectiveness of our libraries. All this is to say that data relative to book holdings is important in a secondary sense in the program of accreditation of the library.

Not to add to the weariness of the flesh, but because further illustration may be necessary, we should allude to matters of library personnel and training. The statement employed by the Association states that the library should be "professionally administered." A good collection of books without competent supervision has been likened to a "gold mine worked by obsolete methods. Much of the precious ore remains in the ground." (Randall and Goodrich: Principles of College Library Administration. A.L.A., 1941, p.109) But the term "professionally administered" has a weasel quality about it. It can mean many things. The intent, we believe, is clear.

What are necessary staff qualifications? Obviously, the need varies greatly. For the chief librarian, or in the larger institutions the top echelon, the personnel should have a B.A. degree. A library degree or its equivalent is highly essential. We shall be wise if we qualify the specification "library degree" with the phrase "or its equivalent." Not all able commanders have come out of West Point. Some of us will not over-estimate professional library training. Knowledge of subject matter is very important. If it is impracticable to expect library training or experience plus subject training, we do want clear and inquiring minds with the curiosity and drive to acquire competence in subject backgrounds. We seek that type of mind which knows books comprehensively in a given field. The fundamental trait of such minds is accurate, comprehensive knowledge.

Of more importance is the relative place of the librarian in the life of the institution. Shall we suggest faculty status? yes, if deserved. But a more important factor is the salary level. The salary of the librarian should be in line with prevailing faculty salaries. We can be sure that such recognition or remuneration will not come unless it is warranted. But we may assume that ability usually is recognized, and it is in this general direction that we wish to go. We can be sure that the right kind of personnel will not be attracted to library work if the right kind of salaries are not paid.

Perhaps a word of explanation may be wise as to why faculty status is desirable. Matters of prestige, personal satisfaction and standing have very little to do with it.

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We shall establish our standing and prestige as librarians, not as quasi- or pseudo-professors. But we need a status which gives certain prerogatives and responsibilities. These prerogatives and responsibilities carry the librarian into the fabric of the school. It is an axiom that no librarian can do his job well when he does not have a good understanding of the purpose and function of the institution he is serving. The best way to understand an institution is to come to the center of things where important actions are taken and where responsibility is assumed. These factors are important. One reason why our libraries too frequently constitute, in effect, a little organization operating within a larger organization is that those responsible for guiding the destiny of the library do not understand the institution. Among other reasons, they do not understand the institution because no adequate or sufficient chance is given them to understand the institution.

This background, then, may suggest to you something of the point of view intended here. Perhaps you can anticipate the general implications for accreditation. In a nutshell, we may say that quantitative measures are necessary, but they assume a secondary role in our judgment of institutions. We need to collect data to a certain purpose. But we have only begun when we have assembled such data.

For these and other reasons suggested, we should not favor a too radical change from the present methods of accreditation followed by the AATS. The Association has been criticized for its accreditation, and criticism will continue. We would criticize the Association because it has been too lax. It needs to raise the level of its conception of the place and importance of the library. Fundamentally, however, in matters of procedures, it is on the right track. We are emboldened in this judgment because its procedures seem to parallel those followed by similar accrediting agencies.

One element should be touched upon to clarify the picture. We have mentioned the wide variations between the institutions of the AATS. The question arises if these variations are so great as to suggest we should group institutions by affinities into "types" of institutions. At the moment, we do not see how this can satisfactorily be effected. On the basis of knowledge at hand, it appears that the natural "joint" between these institutions comes at the level of work to be done. This suggests that we should put into one group institutions which confine their work to the B.D. or Master's level (or their equivalents). Those offering in addition the Ph.D. (or its equivalent) could be considered separately. Thus, from the standpoint of library accreditation, the joint is found separating the non-research, instructional program (or research on a limited basis) and the instructional program involving extended research and creative work. The intention of this paper throughout is to speak to the needs of the former. The theological library has for its task, also, the conservation of religious culture, the acquisition and protection of materials for research. Certain institutions must give themselves to research. From the standpoint of the libraries, the problems of the research institutions are so different and diverse that they should be treated separately. We do no more than note this fact here.

In summary, then, we note that the general procedure suggested here in fact follows the AATS. From the standpoint of library accreditation, the AATS may and should consider certain modifications in procedures toward becoming more explicit and probing than at present. In general, however, its approach is in essentials sound.

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It is unnecessary to say a word of warning against including in criteria for accreditation matters that are distinctly administrative or of local significance. For instance, whether a library does or does not have a "code of procedure" or manual worked out to guide its services is a matter of significance to that institution. It may be good librarianship. It is not, however, within the province of accreditation to deal with such or similar data.

Concretely, then, our recommendation for the Association would be to encourage the Association to proceed much as at the present time. More elaboration of data which is supplied annually may be in order. These accumulated data will be invaluable in understanding the effectiveness of a library. We should stress the importance of the visit of the examiner. Ideally, the examination of the library should be made by two persons. One should be a librarian of a theological institution whose experience and judgment command respect. The second examiner could be a college librarian of established reputation. It is only by first-hand impressions, not only of a few things, but of a whole complex of matters, that reliable judgment can be formed. It is in this larger context that the data of quantitative measurements supplied by the libraries to the Association can become meaningful or reliable as data for accreditation. After a study of the institution, its traditions and constituency, curricular offerings, etc., followed by sessions with the librarian, the administration, members of faculty and students, and after examining the library at first-hand, intelligent and competent examiners can quickly and accurately sense the issues and will be prepared to place before the appropriate authorities judgment in proper perspective. Thus accreditation can become meaningful and helpful and possessed of a high measure of integrity. Because of this it can generate that stimulating and positive effect which we so much desire, and apart from which the whole business can proceed no further than the artificial, the arbitrary, and the trivial.

AUDIO-VISUAL AIDS AND THE SEMINARY LIBRARY

Presented by Dechord Turner, Jr.
Perkins School of Theology

The use of audio-visual aids in the Seminary Library needs no apologetic. Having dramatically proved their worth in the vast training programs in World War II, having received the imprimatur of the field of education, this new facet of the educational process approaches us with an intriguing combination of proven virtues and interesting possibilities. Of course, the principles of audio-visual education are not new; only the applications differ in various orientations. Both the Orient and the Occident are replete with educational aphorisms such as "One picture is worth ten thousand words." It is only when learning is dead that it can be a thing imparted successfully by word alone. The more vital learning that shapes the infant into a man, and a man into an intelligent creator, is compounded of the vocal, the visual, and the vicarious - e.g., the printed word.

Audio-visual methods have always been a part of the Christian heritage. When Jesus spoke to the multitudes in parables, he was taking advantage of the quickest form of learning and communication. Even the highest expressions of the new religion, the sacraments, were designed to give a visual presentation of the good news.

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With the triumph of Christianity, newer expressions of this compelling message evolved. The voice must praise; so must the hands. Ambrose, Palestrina, and Bach, representing three high points of vocal and instrumental expression, channelled this fundamental process into music art-forms. The work of the hands took shape in majestic cathedrals thrown against the sky. Delicate handwork created illuminated manuscripts which gave a lush and almost sensuous pleasure to the reading of matins or the study of the gospels and epistles. During the 7,000 years in which man has been writing his experiences and aspirations, no more exalted penmanship has been produced than that which came to fruition in the production of the Christian manuscripts of the Middle Ages.

However, as events transpire, philosophies change; so must the tools of learning and devotion. After all, the illuminated manuscript was not meant for the mass of people; it was not designed as an illustrated story to answer the complaint of the universal Alice in Wonderland regarding the boredom of books without pictures. The illuminated manuscript was only for the rich and the pious few. Likewise, the mighty cathedrals were aristocratic islands thrust from a sea of poverty and ignorance. The intensity of the common aspiration of both rich and poor made these cathedrals exquisite expressions of the dissatisfaction with the world as it was.

With the coming of the Renaissance, the Reformation, the Industrial Revolution, and the birth of the modern democratic ideal, new channels of thought were hewn out. A period of history came into existence, a period in whose embrace we are still cradled, in which man struggled for more adequate ways in which to channel his thoughts which were and still are wringing his heart and mind. From the time of Gutenberg until 1944/45, (1) the story is contained chiefly in the one medium, the printed word. Supreme examples of the illustrators' and printers' arts were combined occasionally to produce books that made learning more lasting and easy; but, this was comparatively rare.

It remained for the crucible of war to bring forth advancements in the teaching-learning equation. In a sense, the spell of the printed word was broken; at least its monopoly was ended, but it was not superseded. Rather, the demand for speed and quantity teamed the word with the slide, the filmstrip, the film, and the record to produce the highest synthesis of teaching-learning procedures yet known. This contemporary trend has started to repeat the example of a previous crisis - that of the Reformation. Just as by the invention of printing, a medium used to express the new hope and to produce the tools to fight evil was given, so now, in the midst of our present day crises, we have turned to audio-visuals in order to express more adequately the many-sided strains that are changing our society from top to bottom.

(1) Miles, John Robert. Audio-visual aids in the armed services, implications for American education, by John R Miles and Charles R. Spain, for the Commission on implications of armed services educational programs. Washington, D.C., American council on education, 1947. "...only in the later years (1944-45) of the war were curricula so standardized, educational staffs so organized, and materials and facilities sufficiently available that a careful overall plan of visualizing entire subject areas could be undertaken." pp. 14-15.

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Our teaching-learning techniques for use during our crises are not complete. Therefore, one cannot speak with any finality in the field of audio-visuals.

In all this, the Christian tradition speaks strongly. After all, the slide and the filmstrip are children of the illuminated manuscript. The film is the offspring of the bas-reliefs, the friezes, and the cathedral tapestries. Yet, the simplicity of the parents do not prevail in the children.

At the present moment, the religious community is welcoming these new children of learning with great gusto. In current numbers of religious periodicals, there appear in prominent places in each issue advertisements for various types of audio-visual equipment. These advertisements are most heart-warming. They surpass the sartorial dignity of the "men of distinction." These modern prophets are pictured as happy, successful teachers who, emulating the old cliché about idle hands, are busily engaged in running a film or filmstrip projector while external expressions of celestial joy radiate through a glittering set of uniform molars. Above the tiny whirl of the small motor, you can almost hear the affirmation: "This is better than Hadacol." But in case your imagination is a little sterile, a nice testimonial finds room somewhere near this glorious scene. A more pragmatic appeal is made in still other sense. A young woman, comely of face and figure, strides down the walk toting a projector in a simulated leather case without harm to poise or grace.

The ultimate stake of the seminary library in all this is predestined. Our purchase, processing, and use of audio-visuals will be determined, as in the case of books, by the immediate teaching needs of the faculty, and the ultimate goals of the school.

At the moment, the relationship of the audio-visuals and the seminary library resolves itself basically into a reference problem. Since no seminary can afford anything that resembles complete coverage of audio-visual materials in our field, utilization depends upon having at hand the tools to select, to order on a rental basis, to determine cost, to get and return on time, etc. Coverage is good. Such items as the Educational Film Guide, Filmstrip Guide, Audio-Visual Guide, Blue Book of Audio-Visual Equipment, Educators' Guide to Free Films, Educators' Guide to Free Slidefilms, etc., give excellent coverage to current items. Many books in the expanding literature on the subject give excellent bibliographies of subject, source, title, availability, etc. A supreme example of this is Margaret J. Rufsvold's Audio-Visual School Library Service, a Handbook for Librarians, published by the American Library Association in 1949. Periodicals such as the Saturday Review of Literature, Journal of Religious Education, etc., give careful current reviews of available material.

Yet this reference relationship is based upon a still more fundamental problem. Before any materials are either purchased or arranged for, the question of equipment must be resolved. Shall the equipment be in the hands of the Library or should its direction be in some other office of the administration? Using the analogy of library books, we can say that we usually furnish a place for the patron to read the books. Shall we also furnish the patron a way to use audio-visuals? Some resolution might be found in the fact of the greater vulnerability of audio-visual materials. Incorrect usage or faulty machinery can be disastrous to such materials. "Incorrect" reading of books does not harm the book so much as it does the reader. The reverse of this can be the case with audio-visuals.

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It would seem the wiser policy to place the projectors, the record players, etc., in the control of the library so that a proper matching of materials and machines can be made before usage in or outside the building.

Whatever course of action is decided upon, there still faces the seminary library a usage-lag in audio-visuals. This cannot be interpreted as evidence of any lack of desire on the part of the faculty or students. It is just the lack of opportunity to learn usage. There is something so unmechanical about classic theological scholarship that in some cases the projectors take on a lethal aspect to the uninitiated.

This new bride of learning begets fear in the early stages of scholarly wooing. This timidity is well-founded, for innocence is no salve to worn or torn film. The answer would seem to lie in periodic workshops, where faculty and students alike may be given the proper indoctrination. The corporate workshop would save many instruction hours as opposed to individual instruction.

Methodology in handling audio-visuals cannot be severely fixed as in the case of books. The developing needs of the library's clientele will determine the cataloging procedures in a more definitive fashion than those of the book stock. Audio-visuals, with the exception of classical music records, demand an almost exclusive subject approach. The argument seems to be very strong in favor of filing card catalog for audio-visuals in the regular catalog so that our clients can determine the library's resources in every form for whatever subject desired.

RECORDS.

The most frequent excursion to date into the audio-visual field on the part of the seminary library has been in the record field. A record collection is a strong ally of chairs or departments of sacred music. Cantatas, oratorios, masses, etc., provide distinctive art forms for the expression of the religious hope. Where the school of theology is a part of a larger university, it is well to leave the field of secular classical music to the music school. The expense of a record collection prevents duplication even in the most prosperous circumstances. Bach, Beethoven, Britton, Bruckner, Haydn, Kodaly, Mozart, Palestrina, Scarlatti, Schubert, Vivaldi, etc., will be generously represented in any good theological collection. While it is suggested that all purchases be in the 33 1/3 rpm microgroove field, it is necessary to have a player that will take not only 33 1/3, but 45 and 78 rpm as well. Frequently, gifts will be a combination of all three. Circulation from three days to a week should be allowed. If any limitation is put on circulation, it should be put on the 78 rpm, rather than the 45 or 33 1/3.

Cataloging records can be simple or complex, depending upon the needs of the individual institution. What I have to suggest is obvious;

A. Full author entry. This is necessary to distinguish the Bach boys, etc.

B. Title entry. Here, a early decision must be made for the sake of consistency. The cataloger has the choice of using the art-form, the popular English title, or the title in the original language. Because of the peculiar interest of theological libraries, it would seem the better part of wisdom to use the art-form as the title entry, followed by the popular English title.

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C. Added notes should include information such as conductor and performing artists, etc.

D. The publisher's serial number is used as a call number. Shelving is by call number under author. Regular call cards can be used for charge cards.

In using the listening room, a minimum of an hour should be given. By keeping the listening room key at the charge desk, control can be maintained.

The possibilities of a collection of classical religious music in its power to leaven the community are great. Young people's programs, evening worship, mood music for early morning communion, etc., can make effective use of such a collection. The price of records makes it mandatory that they become institutional property; fewer and fewer individuals are able to build good collections.

The addition of the score for the records is to be highly desired. In some cases, this is difficult, if not impossible. Arrangements of scores are far more multitudinous than editions of books. However, a representative collection of scores can be obtained and should be in the record room where they can be obtained easily. In this vein, the Eulenburg Miniature Scores series does youman service.

Inclusion in the record room of a good music dictionary is essential. Grove's Dictionary of Music and Musicians will supplement the blurbs on the record covers.

An additional usage of records, mostly developed by the armed forces in World War II, is their applicability to the teaching of foreign languages. The armed service experiment proved highly successful. This proved particularly true in the case of the difficult oriental languages. The long period allotted to learning oriental languages was greatly shortened by the use of records. This use of records is still virgin territory to the seminary library, although records are used in our modern mission language schools. A question that titillates our minds is whether this same methodology could not be transferred to alleviate the pain of that Scylla and Charybdis of the present day theolog, Greek and Hebrew.

FILMS AND FILMSTRIPS.

A filmstrip, sometimes called a slidofilm, is a systematic arrangement of a series of still pictures on a strip of 35mm. safety film. Filmstrips can be either sound or silent. A sound filmstrip is accompanied by a 33 1/3 rpm record, which is played in conjunction with the showing of the film. A series of soft signals help synchronize the film and the sound. Unlike the motion picture, the sound of a filmstrip is not a part of the film itself. Usually, the silent filmstrip is accompanied by a script or lecture which helps in the understanding of the filmstrip as it is projected. Neither the silent or sound filmstrips can be projected by a motion picture projector. Regular filmstrip projectors must be used, although a sound filmstrip projector can be used to project a silent filmstrip.

The richest sources for the selection of filmstrips are the Educators Guide to Free Slidofilms and Filmstrip Guide. For films, the Educators Guide to Free Films, and Educational Film Guide fill the same purpose.

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Cataloging problems find resolution in the use of the originated card, which would have designated spaces for the following information for each film: title; short annotation on nature and content; whether silent or sound; if silent, whether script or notes are available; number of frames, running time, date of release, whether it is in color, and distributor. Subject entries should be entered on the back of the main card, and can be added to the top of other cards with the same information that is on the main card. By using a standard originated card, most of the information is added quickly. Cataloging treatment for films is much the same. Use the originated card with space for: title,; series; short annotation on nature and content; silent or sound; number of reels; running time; date of release, color; and distributor. Subject headings can be handled in the same manner as those for filmstrips. The Educational Film Guide provides excellent subject headings, but the seminary library will want a more complete subject delineation.

Films must be kept at a relative humidity of 50 per cent. Too little moisture will cause films to become brittle, while too much will prevent the film from running smoothly through the projector.

In attaching labels to the containers to identify contents, cloth adhesive tape is good. If you should care to make permanent marks on the film leader, a Caddo pencil will prove effective.

SLIDES.

At the moment, the most familiar type of audio-visual aid in the seminary library is the 2" x 2" and the 3 $\frac{1}{4}$ " x 4" slide. Simplicity in usage, durability, and low cost long ago won a place for the use of the slide in the teaching program. Projection equipment is cheap and adaptable.

The chief problems for the library in the use of slides are ones of cataloging, arrangement, and storage. An absolute must with a slide collection is a decent storage cabinet. There are several good types on the market. My preference is for the type that allows the slides to be filed in a frame which itself can be pulled out of the cabinet for browsing purposes. Thus, there is no necessity for handling any slides other than the ones selected.

Within the slide cabinet itself, there seems to be no logical choice of arrangement other than by consecutive numbers as they are added to the collection. In or near the slide cabinet, a ledger with the subject headings used, under which are listed the slide numbers as they are added, will help the professor as he chooses material for his lecture.

Cataloging is done best on originated form cards, with plenty of blank space for the demands of different subject materials. Fundamental points to be included are slide number, subject, provenience, bibliography, details, color, etc.

Closely related to slides is that vast amount of material that is grist for the opaque projectors. Pictures from magazines, charts from pamphlets and newspapers, postcards, etc., all form an inexpensive mountain of material which can be utilized with the opaque projector. This type of thing is most amenable to the vertical file approach.

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Like all excellent things, audio-visual resources can be prostituted to an unholy end. The dangers of perversions ranging from the bias of a pious believer to a visual lie can be all too easily furthered by audio-visual aids. Their dangers are increased by their very virtues. The motion picture will catch a far larger crowd than the pamphlet or book. One need not be too unimaginative to capture in reflection a picture of the masses provoked to hysterical pitch by the false film, made so by mock situations and diabolical editing. Out of this comes a necessary theological compulsion to exercise with diligence the wisdom of the parable of the talents. The great talents of the audio-visual program is certainly not to be buried; neither is it to be ravished; rather, by its wise investment in human truth and worth, a hundred-fold return can be realized.

REPORTS OF REPRESENTATIVES TO ALA, AND CNLA

Dorothea Conrad, Council Representative

Summary: Miss Conrad represented ATLA at the meeting of the Council in Cleveland and Chicago. The main topic seemed to be the question of "loyalty" as it pertained to the discharge of the librarian from Brownsville, Texas.

Margaret Van Raden, CNLA Representative

Summary: Miss Van Raden represented ATLA at the meeting of the CNLA held in New York in November, 1950. The main concern of this group is the proposed Federation of American Library Associations. "Discussion revolved around the problems of stating the areas of joint interest and activity, of membership, and support of a federation as well as the problems of defining the possible province of autonomous activity of each member association. An evolutionary development based on particular joint undertakings was advocated on one hand while a revolutionary establishment of a new comprehensive organization of individuals was envisaged as the best next step by others." (From CNLA report)

COMMITTEE Z39 ON STANDARDIZATION IN THE FIELD OF

LIBRARY WORK AND DOCUMENTATION

Presented by Miss Helen Urich
Yale Divinity School

When the President of this Association asked me in January to be its representative on the American Standards Association Committee Z39 on Standardization in the field of Library Work and Documentation sponsored by the Council of National Library Associations, I accepted partly out of curiosity as to what was going to be standardized, the library or the librarians, and partly because I thought it would give me the distinction of being on the Committee with the longest name. And now, with the name of the Committee usually shortened to the cryptic "Committee Z39," and the prospect of work becoming more real than imaginary, this appears as a dubious distinction. Also, my questions about the Committee's function are being answered, and the following report of the activity of this Committee to date will present some of these answers.

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As early as 1935 a Committee on Standardization of Periodicals published a code entitled American Recommended Practice, Reference Data for Periodicals, after having been approved by a general conference of publishers and librarians under the procedure of the American Standards Association. In 1940 a committee known as Committee Z39 on Standardization in the Field of Library Work and Documentation was organized, with the American Library Association as sponsor. Continuing the work of the earlier committee, Committee Z39 developed and issued American Standard Z39.1-1943 called Reference Data and Arrangement of Periodicals.

In this code of standards, which was to be directed largely at publishers of serials, specific instructions were given under such topics as data for identification, contents, pagination, illustrations and errata, bibliographic information, title page, table of contents, and index, policy changes and mergers, supplements, and society and institutional publications. How many headaches would be saved the Serial Cataloguer and the Reference Librarian if even a few of the standards suggested for periodical publishers were consistently followed: To quote but a few from random: Page periodicals continuously throughout the volume; give specific date of issue. Do not use seasonal designations such as autumn, winter, or spring; to secure uniformity of reference, use the same form of the title wherever it appears in the publication. It was an attempt to iron out some of the kinks and irregularities we encounter in almost any serial we pick up and to bring us closer to the Promised Land of the serial without a problem.

Then came the war, and with it a suspension of activities, and Committee Z39 became inactive.

Recently the American Standards Association (known as ASA) undertook the re-activation of this Committee. A privately financed federation of national trade associations, professional societies, and consumer organizations, the American Standards Association provides clearing house facilities to all groups working in the public interest for the development of an adequate set of voluntary standards. It is a coordinating body, leaving technical details to sponsor committees. If and when the ASA believes a consensus decision of the groups concerned has been reached, a standard or standards may be issued.

Operating on the international level is the International Organization for Standardization, and ASA, as the American representative of this organization, undertook the reactivation of Committee Z39 in response to ISO's seeking American participation in its international undertakings.

With the Council of National Library Associations sponsoring the new Z39 Committee, and the American Library Association agreeing to relinquish its former sponsorship, an organization meeting of the reactivated Committee was held on April 6, 1951 at the offices of the American Standards Association in New York City. Sanford V. Larkey of the Welch Medical Library, Johns Hopkins University, as Chairman of the Council of National Library Associations, had secured for the Committee the prospective participation of some twenty-six associations and agencies, and Miss Janet Doe of the New York Academy of Medicine was chairman, pro tem.

Representatives were present from the American Association of Law Libraries, American Book Publishers Council, American Documentation Institute, American Library

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Association (besides separate representation from its Division of Cataloging and Classification), American Standards Association, American Theological Library Association, Association of American Library Schools, Association of College and Reference Libraries, Catholic Library Association, Council of National Library Associations, Medical Library Association, Mdiv Library Association, National Research Council, Special Libraries Association, U.S. Government Printing Office, U.S. Library of Congress, plus two members at large.

It was agreed to define the Committee's scope of activity, enlarging its previous terms of reference, as follows:

Standards for concepts, definitions, terminology, letters and signs, practices, methods, supplies and equipment used in the field of library work and the preparation and utilization of documents.

The Committee heard reports on standardization in various fields of library work, and it was voted to establish the following subcommittees:

- (1) A subcommittee to study and report on abbreviations for titles of periodicals, with particular reference to
 - a. The advisability of standardizing abbreviations, particularly in view of what is now being done (World List of Scientific Periodicals, ISO/TC46, etc.)
 - b. Formulation of rules, loose or specific, and formulating abbreviations.
 - c. The advisability and possibility of persuading organizations to use short titles, or to shorten present titles, if possible.
 - d. Coordination of activities of other organizations working in the same field.
- (2) A subcommittee on Cyrillic transliteration, to find out what ISO has done, to determine what are the consequences of their work, whether it is applicable in this country and whether ISO has considered the Library of Congress system.
- (3) A subcommittee to study layout of periodicals, definition, preparation and publication of indexes to periodicals, summaries, etc., "bibliographic strips" (citation captions often printed as running head- or foot-lines in learned journals) and other aspects of bibliographic presentation in periodicals and other serials.
- (4) A subcommittee to study library statistics now in common use, to assemble data from organizations now working on this problem (the International Federation of Library Associations, Association of Research Libraries, American Library Association and the U.S. Office of Education) and to draft proposals to make statistics more "meaningful." Your ATLA representative has been asked to serve as Chairman of this subcommittee on statistics.

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Other bibliographical subjects on which preliminary investigation is to be made are title references for literature; sizes of index cards, slips, and other forms for documentation; documentary reproduction, including such points as size of the pictorial reproductions on paper; etc. Other matters were placed on the deferred agenda: classification, library equipment and lighting, binding, and library terminology.

A resolution was presented and accepted that this group considers itself representative of the interests involved under the terms of reference which it has given itself, and sufficiently representative so as to advise ASA to communicate with ISO to the effect that this group will work with ISO/TC46.

The matter of the financing of this Committee should also be reported. Talking about money is standard procedure! It was reported that the old Z39 had received contributions of \$10.00 from each member organization. It was moved and voted that the Council of National Library Associations be invited to subsidize the expenses of Committee Z39 (for postage, stationery, etc.) up to \$100.00 for the period through June 30, 1951 and that each representative request support for Committee Z39 in the amount of \$5.00 for the year starting July 1, 1951 from the organization he represents

(ATLA voted \$5.00 to continue membership in Committee Z39)

TUESDAY, JUNE 12, 7:30 P.M. (Robert Peach, presiding)

REPORT OF COMMITTEE ON PERSONNEL

Presented by Elizabeth Royer, Chairman

Summary: The Committee on Personnel carried out some suggestions made to them at the Columbus Conference. Letters were written to fifteen graduate schools of library science asking them to list with ATLA any candidates for theological positions graduating from their schools. Some students have been recommended for positions, but there apparently has been no openings for these people. "Before we begin an intensive program in recruitment in the church related colleges and vocational guidance departments of the various denominations, we must have some definite decisions on just what we have to offer as to salary and status if we are to encourage people to go through the long and expensive process of theological and library education."

Discussion from the floor: There was some discussion by members as to the types of positions that can be open in theological libraries. Due to limited staffs and limited budgets there are not many positions available. If the top position of librarian is open, a new recruit is not looked for, but rather an experienced person in the field. A regular professional catalogor can be trained in theological cataloging, and therefore need not be specially trained in the subject field. It was felt that people who were directly out of library schools were too great a risk to be taken on staffs. It was also suggested that perhaps we should rethink the place of librarians in terms other than administrator or catalogers if we were to replenish our ranks and have trained people when the demand came for them. The problem of recruitment and training seemed to be unresolved.

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REPORT OF THE COMMITTEE ON PERIODICAL EXCHANGE

Presented by J. Stillson Judah, Chairman

Summary: Some changes have been made in the symbols used to designate libraries in the Periodical Exchange. These now conform to the ones assigned by the Union List of Serials. Several directives were given regarding the operation of the Exchange. These pertained mostly to the notifying of wants or offers. It was suggested that from now on a semi-annual sending of notations regarding duplicates or wants would be sufficient.

REPORT OF THE COMMITTEE ON MICROPHOTOGRAPHY

Presented by L. R. Elliott, Chairman

Summary: During the year repeated effort was made to obtain the minimum fifteen orders for microcard publication of one or more books or periodical sets. The response was insufficient for this purpose. Floor discussion of this problem at the Rochester Conference seemed to suggest keeping such a committee intact hoping that more favorable conditions may soon develop for microcard publication in the field of religion and theology.

Following the Rochester Conference a letter was written to the chairman of the Microcard Foundation inquiring what the Foundation could do to enlarge the list of religious titles on microcard. Any useful information coming from this appeal will be reported to the membership.

REPORT OF JOINT COMMITTEE OF AATS AND ATLA ON STANDARDS

Presented by Robert Beach, Committee Member

Summary: There were five members from each organization on the committee which met in New York for its first meeting. After some general discussion on "standards" the committee met in three small groups to discuss three topics: The General Administrative Pattern, Finances, and the Training and Adequacy of the Library Staff.

The summary of this meeting is in the form of the questionnaire sent out to all of the members of the AATS with a covering letter telling of the purpose of the survey. These questionnaires to be returned to the committee and the findings to be discussed at the next meeting of the Committee in September.

The problem seems to be how to set up standards without letting the quantity overwhelm the quality. The purpose, set-up, and method of administration of the Standards should be considered carefully.

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OPEN DISCUSSION PERIOD ON PAPER ON "STANDARDS"

The discussion was centered around the paper read in the morning by Dr. Morris and the work of the Committee on Standards. Dr. Morris had given a summary of the accreditation standards now in use, which opened up the problem of how valid they are for the present and the questions to keep in mind in considering a revision of the standards. It was thought that the present standard played up the objective, statistical data and played down the program of the school, and there might be danger that the new standards which were set-up would follow this same pattern.

It was suggested that the educational program of the Seminaries should be tested in order to judge the standards of the libraries and that ATLA send out a supplementary questionnaire to the faculties to find out how the library can best be used in the program of the Seminary.

The question was posed as to how we can know when we have passed from an inadequate to an adequate library? What are our deficiencies? An objective yardstick may be needed. Could a sample case be given of a "before" and "after" picture? It was felt that a deficiency should not always be placed against a library by AATS. Each library should be examined separately to do the standards justice, for each library has its own special problems. The Standards Committee has a moral obligation to tell each library why they are deficient. Certain members felt that there was an impersonal relationship between the executives of AATS and the library level on accrediting.

The problem of a standard list for a book collection was again brought up. Some members who are building up a collection would like a list, and suggested that each denomination could make out a list of standard books for that denomination as a guide to others. But it was brought out that often a standard list defeats its purpose.

A concern was the personnel of the visiting committee to criticize the library. It was suggested that a college librarian and a seminary librarian be chosen to survey a library asking for accreditation. Libraries with notation marks should be surveyed among the first.

WEDNESDAY, JUNE 13, 9:00 A.M. (Esther George, presiding)

DEVOTIONS

Herbert Wernecke, Librarian
Eden Theological Seminary

THE LIBRARY COMMITTEE IN THE THEOLOGICAL SEMINARY

Written by Mrs. Verdelle Bradley, Virginia Union University
Read by Miss Margaret Van Raden, Union Theological Seminary

This topic, "The Library Committee in the Theological Seminary," was originally planned as a round table discussion, but due to a number of factors it was impossible

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to present it in that form. However, I do hope that there will be some comments and discussion from the members of the association present here at this time.

The questionnaire was mailed to each member of the association whose name appeared on the directory sheet at the Columbus, Ohio meeting last year.

I should like to thank those persons who returned the questionnaires. Of the 50 forms sent out, there was a 90% response.

This was not a truly scientifically prepared form by any means, but only a way in which we could get an overall idea of the library committees in our institutions.

There seems to be very little, if any, source material written about library committees in the Theological Seminaries. This might prove to be a wonderful research project for further study.

The following items appeared on the questionnaire:

1. How is the library committee selected?
2. How many persons on committee?
3. Is the library committee active or inactive?
4. Duties:

Advisory

Policy-making

5. Does the committee allocate book funds?

Our findings indicate the following:

Of the 90% responding - -

8.9% had no library committee
 71.1% had active committees, 20% were inactive
 46.7% of the committees were advisory
 15.5% were policy-making and,
 28.9% were both advisory and policy-making
 62.2% do not allocate funds
 28.9% do allocate funds

The number of committee members ranged from 1 to 13 with the number 4 appearing most frequent. 55.5% of the committees were appointed by the president.

While compiling the above statistics, there came to my attention an unpublished master's thesis from the Graduate Library School of the University of Chicago, 1949, written by Elizabeth F. Kientgle entitled, "A Study of the Relationships Among College and University Administrators, Library Committees, and Librarians." The portion of this thesis dealing with, "the college librarian and the library committee,"

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appeared in the Library Quarterly, Vol. XXI., No. 2, April 1951. It is this part I should like to call to your attention and show the similarity of our few findings and those of Miss Kientgle:

KIENTGLE REPORT

1. Two-thirds of the library committees used in her study were appointed by the president.
2. Many academic departments were represented.
3. Library committees in colleges serve primarily in an advisory capacity.
4. Library committees are unnecessary in small institutions where direct contact between librarian and faculty is readily achieved.

THEOLOGICAL REPORTS

1. 55.5% were appointed by the president.
2. Several persons in our association added notes that due to the small size of the faculty, all members were on the library committee.
3. 46.7% of the committees were advisory.
4. This was indicated on the four questionnaires that were returned with the statement that they had no committees.

Miss Kientgle concludes with the statement, "It is clear that many, perhaps most committees are ineffective, or at least not nearly so effective as they might be if given greater encouragement and guidance by college presidents and librarians alike. If the library committee is no more than the vestigial remains of a forgotten era in librarianship, whose duties can be better performed by others, then there is no reason for its continued existence."

Can we say the same for the library committee in the theological seminary?

Discussion from the floor: Several members of ATLA described the functions of their library committees. There seemed to be many and varied types of committees. In some instances the librarian acted as chairman of the committee; in others the librarian was only a member of the committee. One reported that the function of his committee was to be the book buying agent. Union Library had a unique committee composed of members of the Board of Trustees and Faculty in the form of a sub-executive committee. Most librarians indicated that their committees were advisory only, and met upon the request of the librarian. It was recommended that it would be well if the librarian could be a member of the Seminary Curriculum Committee, or be privileged to attend faculty meetings. The consensus of opinion was that it was well to have a committee.

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DISCUSSION ON PERIODICAL INDEXING

Led by J. Stillson Judah
Pacific School of Religion

ATLA has tried throughout the past three years to find some means by which more indexing of periodicals in the field of religion could be accomplished. Approaches had been made to Faxon and H. W. Wilson companies to interest them in the idea. Neither company had been encouraging in their attitude toward it. ATLA made an attempt as an experiment to see whether or not it could do its own indexing of a few chosen periodicals. This experiment did not turn out very well.

The need is still great for additional indexing and the problem is again before ATLA. It seems advisable at the present time to try to re-interest the H. W. Wilson Co. in adding more titles to their current ones in the International Index. If ATLA as a group could show that they were nearly 100% subscribers to the Index it might be of some influence. As Wilson will soon revise their list of titles now seemed to be the crucial time to do a concerted piece of work along this line. It seemed advisable to present five to ten definite titles.

Mr. Judah proposed that if this failed we might try again to work out an indexing plan of our own. The essential in this project being to use a specified form of subject headings. This may be tried in the event Wilson cannot be of help.

A group of five seminaries - Dallas; Fuller; Gordon; Columbia; and California Baptist - are doing cooperative indexing project. Twenty-five periodicals are being used. It is an author list only, and each cooperating seminary adds its own subject headings for use in its particular library. This represents a current list only, beginning with January 1951.

It was voted to have a committee appointed to work with the Wilson Co. on increasing periodical listings.

VITALITY IN THEOLOGICAL LIBRARIANSHIP

Presented by L. R. Elliott
Southwestern Baptist Theological Seminary

The recommendations made in the report of the Committee on "Standards for Theological Libraries" bestirs each of us to consider either how we may keep our libraries "adequate" or how to improve those marked as inadequate.

As to the latter group there are in the membership of the American Association of Theological Schools twenty-four schools having deficiency notations against their libraries. A questionnaire was sent to these twenty-four libraries. Sixteen replies were received, five of which could not be used in the tabulations. The eleven reports used are from libraries serving a theological school only. They yield the following information.

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Students: minimum, 45; maximum, 296; average, 138. Books: minimum, 15,000; Maximum, 35,000; average, 24,180. Pamphlets: reports too meagre for tabulation. Periodicals: minimum, 72; maximum, 262; average, 113 of ten libraries--the eleventh library reported total volumes instead of number of titles received. The degrees held by the eleven head librarians classify thus: college, 10; library school, 8; theological, 4, with two more taking theological work. Faculty status is held by six of these librarians. As to other professional assistants: two have a catalog librarian; one has a circulation librarian; none has either a reference or order librarian.

Under the stimulus of this information and of the "Standards" recommended by the Committee, this paper undertakes to explore some of the attitudes and activities by which librarians may make a more vital contribution through their libraries to theological education.

I. Professional contributions.

1. Book Selection. Deciding to buy this book and not to buy that one is a grave responsibility--nearly as serious as deciding to propose marriage to this girl and not to that one. Although each professor, in the smaller schools, probably should do most of the book selection in his subject field there are responsibilities left to the librarian. He should know the bibliographic aids in each subject field and see that each teacher is fully informed about them. It might be surprising how much personal service of this kind some of the faculty may need. Few theological teachers have achieved such a degree of conscience as not to need some help from a competent librarian. Another duty in book selection concerns those areas that are not the province of any one teacher. Here the librarian takes the lead. He must keep the whole library as well balanced as possible. Periodicals, reference sets, and collected works are the librarian's particular care. Since none of the eleven libraries has an order librarian, the chief librarian must use utmost diligence in the development of his library materials.

2. Cataloging. In a large proportion of the smaller libraries the librarian must do the cataloging. Alertness to the essential elements is vital. If LC printed cards are not used, do typed or hand printed cards measure up to the standards of form on the LC cards? Legibility, neatness and consistency are minimum requirements. Is the descriptive text adequate but not excessive? That is, does it tell the user what the book is without confusing him with meaningless symbols? Avoid mere mechanical efficiency when some imagination and creative adaptation would better serve the library's users. In regard to subject headings and added entries let the catalog reveal as fully as possible those resources of the library that relate most helpfully to the instruction offered in the class rooms.

3. Circulation and reference work. The circulation desk is the service center of the library. The people behind the desk are the library to the users. They should be intelligent, gracious, and helpful. Student assistants cannot be walking encyclopedias, but they should be trained to know the resources of the library and what materials contribute to each course being given.

With the aid of the desk attendants compile a list of the service requests at the desk. Analyze and classify them. Show the attendants how to answer the easier ones, referring the more difficult to the librarian. Leadership in planning circulation work devolves on the head librarian since only one out of eleven has a circulation librarian.

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The same holds for reference works. None of the eleven libraries has a reference librarian. A small library can overcome some of its handicap by having a good reference collection. That is, it can if the librarian knows well the contents of this collection and uses imagination in making it serve his constituency. A good reference collection fully exploited in supporting course requirements will atone for the absence of not a few books in the stack room.

4. Building planning. Only a small number of theological librarians probably are faced with building planning, but the others may benefit indirectly. This effort involves a special opportunity and responsibility that usually comes once in a lifetime. All possible preparation should be made before putting pencil to sketch paper. Building literature should be studied. Librarians, architects and engineers with library building experience should be consulted. Other buildings should be visited and critically observed. As far as possible avoid the monumental in favor of the functional building.

Plan the interior for flexibility. Before the paint is dry some unforeseen mistake will need correcting. As far as possible use furniture partitions or mobile walls to enclose interior areas rather than wet construction. When permanent walls are unavoidable, specify glass. This gives an added attractive appearance and reduces operating costs.

Provide adequate room, present and future, for cataloging and other technical work. In many libraries cataloging work suffers because of cramped quarters.

Complaint is sometimes made that administrative officers do not consult their librarians in planning library buildings. Let the librarian make certain that his competence to advise furnishes no justification for such administrative oversight.

II. The personal contribution.

Without doubt, not a few of those librarians whose libraries are less than adequate are not wholly responsible for the existing deficiencies. Presidents, deans, and teachers, for various reasons of omission or commission, carry their share of the responsibility for the character of the library. They contract or expand the perimeter of the librarian's opportunity to render the best possible service. The administrative officers must define the teaching emphasis of the school and organize a curriculum that will train the students to serve those ends for which the school exists.

They must also decide what kind of a library will best serve these ends; how large its collection, what kinds of material, in what subjects it must be strong, where it dares to be weak. Their first consideration must be to make the library support the educational purposes of the school of which it is a part.

But, where such administrative leadership is unfortunately deficient, what can the circumscribed librarian do? If he would win victory out of threatening defeat there are some things he can do.

The first thing is to look to the metal in himself. Men are not defeated until they are defeated on the inside. Let the librarian resolve that with the help of the God he serves he will accomplish the seeming impossible. When the front door is

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closed try the back door. In a field full of stumps a good crop can be raised by plowing around the stumps. Where there is a will there is a way.

The next thing is professional ability. The winning librarian will have to know much more than he got in college and library school. He must be acquainted with library literature published since he was graduated. He must know the history, character and purposes of the institution he serves. He must constantly look for original ways to make a deficient library serve better in spite of some deficiencies. Bricks can be made without straw. It has been done.

Another line of effort is to cultivate the administrative and teaching staffs. One does not have to stoop to obsequious "boot-licking" in order to cultivate the personal friendship of those who have the power to enlarge one's professional opportunities. Good humor, good will, with chips underfoot instead of on the shoulder, will oil the hinges that swing open the administrative door. It is not cynicism to remember that whom one knows is as important as what one knows. The president or dean may not have been trained for an academic career. In a general way he knows a school must have a library, but he may never have faced the necessity of educating himself regarding the library. In such a situation let the librarian remember that a man does not know what he does not know, not even a seminary president. Then let him quietly resolve, as an "extra-curricular" activity, to educate his president library-wise. Raise with the president questions about the library which do not at first involve major commitments but which eventually lead to the consideration of important improvements. Thus fertile ideas are dropped into the president's subconsciousness there to germinate and prepare the way for further consideration.

Mark especially pertinent chapters in such a book as Branscomb's Teaching With Books after securing the president's promise to read them. This to be followed later by asking the president his impressions of what he has read. After this experience and by unhurried intervals let other well chosen portions be laid on the president's desk with page markers expressing appreciation for his previous attention to similar items. One such might be the able address of William Warnor Bishop on the occasion of the dedication of Agnes Scott College Library (in the bulletin of the Association of American Colleges, May, 1937). Let others be progressive and instructive discussions by outstanding presidents, professors and librarians. (See footnotes and bibliography accompanying the article "Seminary Libraries and Theological Education" in the June 1948 bulletin of the American Association of Theological Schools, pages 82-92.)

After such a process of insemination the president will likely come to an intelligent appreciation of the educative function of the library and will be ready to listen favorably to those wise and constructive proposals the librarian is ready to make looking toward raising the library to a level of adequacy.

Another "extra-curricular" activity for the librarian is to go the second mile in co-operation with the faculty. Not all the teachers are mature scholars in their subject fields. There are always some teachers who need the help an alert librarian can give, and sometimes need it more than they themselves realize. The tactful librarian will channel help to such teacher by kindly indirection and all the while regard the teacher's limitations as a sacred confidence.

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Study each teacher's reserved lists and the kind of requirements each makes of his class. What a teacher thinks his students will do with his library assignments and what the librarian knows they do with those assignments is often widely different. Informing the teacher of what mishappens to his well-intended instructions is a delicate operation but of real service to the teacher.

The librarian's personal contact with students in the library is his greatest opportunity. In dealing with students let the librarian think of himself as a teacher--another Mark Hopkins on a log, bound in buckram. Some routines must be practiced but never, never let the means become the end. Every time the librarian looks into a student's face, however dull, every time he checks a card, hands out a book or gives direction to some reference work make that contact, however brief or casual, carry something special, personal, warm, human, understanding. You may be dealing with a future Phillips Brooks, John Henry Jowett, or Charles Haddon Spurgeon.

It was a fortunate accident that gave Herman Melville, a rough and tumble sailor past twenty-five years of age, the opportunity to read in a good library. That contact started his inner self to unfold. Out of this came "Moby Dick," one of America's great novels.

Students will get more out of books if they have a skillful interpreter. The librarian may show the student where to find the book, but far more important is it to show the student what to find in the book. The professor's scholarly lecture is little worth if the student does not learn. And it may happen that a student will learn more in five minutes with the librarian explaining the key point in a book than he will learn in an hour in the class room. One can be this kind of a librarian in spite of the notations and without faculty status. Even if every notation in the book is against the library, let there be no notations against the librarian's spirit. And it is far better to deserve faculty status and not have it than to have it and not deserve it.

To measure up to these high requirements may at times take the heart out of the librarian, but later some of his students will return to place a wreath of gratitude on his brow.

Be alive, alert, vibrant, vital. Say, with that first user of books in theological training, "I can do all things through Christ who strengthens me."

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REPORT OF THE COMMITTEE ON LIBRARY BUILDINGS AND EQUIPMENT

Presented by Herbert H. Schmidt, Chairman

Summary: "Between June 30, 1950 and June 8, 1951 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...."

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for future conferences the plans to be presented to the committee should be in their hands at least a few days before the opening of the conference so that sufficient opportunity be given to study the plans. The member of the committee appointed to study the plans would be the "critic." The member of the Association seeking help of the committee would present the proposals concerning the anticipated library, or the current problem in the present library, to the committee. The critic would then indicate to the group the most important advantages and disadvantages of the proposed plans and other members of the group would make their contributions."

THREE WAY ROUND TABLE ON DEWEY, UNION, AND LIBRARY OF CONGRESS CLASSIFICATIONS

Report Summarized by Arthur W. Swann

Summary: The Three-Way Round Table discussions, in abbreviated session, each pursued its own course. The Union group took up in order the problems in arranging materials of the modern theologians, recent trends in Religious Education, and the development of ecumenics. In a procedural matter the group requested the U.T.S. people to consider the possibilities of sending an occasional bulletin listing changes and additions, and a circularization of interpretations that are made in answer to individual requests and local needs. The desire is for something similar to that which is available for L. C. and Dewey. The group indicated the desire to continue at subsequent meetings with more time.

In the L. C. group the various alternative methods of handling periodicals and serial publications were aired. L. C.'s recent change in treatment of certain Judaica was commented on approvingly for the most part. Other topics related only vaguely to classification were discussed because other provision was not made for their inclusion in the regular program. We desire to continue.

The Dewey group also covered miscellaneous topics, but concentrated on emphasizing to each other the imperfections and shortcomings of the now 15th edition of the classification. The desire to continue the round-table was strong, in the anticipation that the experiences in working more closely with the new Dewey would make the next meeting particularly profitable.

PROBLEMS OF CATALOGING DENOMINATIONAL MATERIALS

WHERE DENOMINATIONAL LITERATURE CAN BE FOUND

Written by Leo T. Crismon, Southern Baptist Seminary
Read by Edward Starr, Crozer Theological Seminary

How the Project Developed

The idea of this project developed from a letter which I wrote on January 3, 1951 to Miss Jannette E. Newhall suggesting that on one of the programs of the American Theological Library Association it would be well to have a librarian from each denomination explain what the best histories are for that particular denomination

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and where statistics of that denomination are published, and also what libraries have the best collections of materials.

On February 27 Miss Newhall wrote that the group which met in Chicago in February were very much interested in the program topic and that it had been suggested that I prepare and present a paper at the meeting of the American Theological Library Association in Rochester, June 12, 13, 1951, and that the project be continued for at least two years to make it possible for the librarians from the various denominations to present the facts in regard to their denominations.

On March 27 I replied that I would be glad to prepare the paper but that it would not be possible for me to attend the Rochester meeting since I was planning to take my family to California in June to attend the meeting of the Southern Baptist Convention and to visit relatives of my wife and it would be necessary for me to leave Louisville about June 8 in order to arrive in San Francisco in time for the Convention.

What the Project is

The idea of the project grew out of my own difficulty in cataloging materials on some of the religious denominations in our country and in other countries because I did not find a place for them in the Dewey Decimal Classification system or in the index to Dewey and because I did not know how they were related to major denominations recognized by Dewey.

On the other hand I realize that much material which I catalog as routine may be difficult for others who may not be familiar with it. So it seems that librarians of the various denominational groups can help each other in this matter.

If the group is a major one as recognized in the various systems of cataloging, I propose having a librarian of that denomination indicate where materials, as history, doctrine, biography, etc. are cataloged. If the group is a minor one as recognized in the various systems of cataloging, I propose having a librarian of that group indicate to us how the group is related to any larger group, and where history, doctrine, biography, etc. of the group are cataloged.

It would also be helpful to have answered such questions as: What are the best histories, biographies, and bibliographies of the group? How are statistical materials preserved, printed, etc.? What languages besides English are necessary to be known to be able to do research in the materials? Where are the best collections of materials in historical societies, theological seminaries, etc.?

The Project as it Applies to Baptists

To serve as a pattern for other papers on different denominations and to make available to other librarians as much helpful material as possible in regard to my own denomination, I am working out the project as it applies to Baptists. The Baptists are recognized in the Dewey Decimal Classification system as a major group. The system also takes account of the different kinds of Baptists, such as Missionary, Freewill, Seventh Day, Primitive, etc. The Baptists are also related by the system to some other groups on the basis of the form of baptism (immersion) practiced by the Baptists.

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Baptists have a rather loose form of organization, since all local churches are free to govern themselves and are related to other churches in organized bodies only on a voluntary basis. The smallest unit of cooperation is the district association which in many instances about conforms to a county in our political divisions. The association among Baptists had its origin in England in the 17th century. The next larger unit of cooperation is the state convention. The next larger unit, and until 1905 the largest unit, is the Baptist body within a nation, such as the Southern Baptist Convention, the American Baptist Convention, or the Baptist Union of Great Britain and Ireland. There are about fifty national groups which now cooperate in the Baptist World Alliance which meets once in five years usually.

The larger cooperative groups referred to above are the missionary Baptists, and the mission cause has been the greatest stimulus in forming the organized bodies. Besides these there are still the Freewill, Seventh Day, and Primitive groups, most of which do not have any cooperative organization higher than the district association

The Best Baptist Histories

1. Histories of the Anabaptists:

Newman, A. H., History of Anti-pedobaptism, 1896.

Smithson, Robert J., The Anabaptists, 1935, (Much material in Latin and German has never been translated into English).

2. Baptist General histories:

Armitage, Thomas, A History of the Baptists, 1887.

Christian, John T., A History of the Baptists, 2 vols, 1922.

Torbet, Robert G., A History of the Baptists, 1950.

Vedder, Henry C., A Short History of the Baptists, 1907.

3. Baptists in England:

Carlile, John C., The Story of the English Baptists, 1905.

Ivimey, Joseph, A History of English Baptists, 1811-30.

Rippon, John, Baptist Annual Register, 1790-1802.

Whitley, Wm., A History of British Baptists, 1932.

4. Baptists in the United States:

Backus, Isaac, A History of New England with particular reference to the denomination of Christians called Baptists, 3 vols., 1777-96; 2 vols., 1871.

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Benedict, David, A General History of the Baptist Denomination in America, 1813, 1848.

Christian, John T., A History of the Baptists of the United States, 1926.

Newman, A. H., A History of the Baptist Churches in the U. S., 1898.

(There are also histories of the Baptists in sections of the U. S. and in many of the states.)

Bibliographies and Biographies

1. Baptist bibliographies are very limited. The following have been published:

McIntyre, W. E., Baptist Authors, A-Day, 1914 (only) (Arranged alphabetically)

Starr, Edward C., A Baptist Bibliography, Section A., 1947
(Mr. Starr has approximately 80,000 cards in the entire alphabetical arrangement and they are available for consultation).

Whitley, Wm. T., A Baptist Bibliography, 1526-1837, 2 vols. (Arranged chronologically).

2. Biographies:

Baptist Who's Who, 1933.

Cathcart, Wm., The Baptist Encyclopaedia, 1881, 2nd. ed., 1883.

Graham, B. J. W., Baptist Biography, 3 vols., 1917.

"An Index to Notable Baptists," Transactions of the Baptist Historical Society, vol. 7, p. 182-239.

Lasher, George W., Ministerial Directory of the Baptist Churches in the U. S., 1899.

Remond, John S., Among Southern Baptists, 1936.

Sprague, Wm. B., The Annals of the American Pulpit, vol. 6, The Baptists, 1865.

How Statistical Materials are Preserved

Most of the Baptist churches publish weekly bulletins containing programs of the Sunday morning and evening worship services and of the activities of the week. The minutes of the monthly or quarterly business meetings of the churches are seldom published, but are preserved only in long hand or typed form. The minutes of the annual meetings of the district associations are nearly all printed, so that they form a most valuable source of statistical materials on churches for which one cannot

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obtain direct information. The minutes of the annual meetings of the Baptist State conventions are also published. There are also published the proceedings of the annual meetings of the national Baptist bodies, as the Southern Baptist Convention, the National Baptist Convention (Colored), the Baptist Union of Great Britain and Ireland, etc. The Northern Baptist Convention (American Baptist Convention since 1950) was organized as late as 1907. Previous to that date there had been meetings of the agencies sponsored by Northern Baptists at the same time and place each year, referred to as the Baptist Anniversaries. Prior to 1845 this had been true of the Baptist agencies for all the United States. They are published proceedings of the five year meetings (called Congresses) of the Baptist World Alliance 1905, 1911, 1923, 1928, 1934, 1939, 1947, 1950.

In addition to the above there are some other statistical publications which are not so regular in appearance as the above. They are as follows:

Edwards, Morgan, Materials toward a History of the Baptists, (in eastern states), 1770-1773.

Asplund, John, Annual Register of the Baptist Denomination in North America, 1790-1794.

Allen, I. M., U. S. Baptist Annual Register, 1832, 1836.

The Baptist Almanac, 1841-1862.

Burrows, J. Lansing, American Baptist Register, 1852.

American Baptist Year-Book, 1868-1940.

Also the Baptist in the various states, especially the southern states, have published weekly denominational papers.

Collections of Baptist Historical Materials

American Baptist Historical Society, Chester, Pa.

Backus Historical Society, Andover Newton

New England Baptist Library, Tremont Temple, Boston

Samuel Colgate Baptist Historical Collection, Colgate-Rochester

Southern Baptist Historical Society, Louisville, Ky. (Nashville, Tenn., 1951-)

Virginia Baptist Historical Society, University of Richmond, Va.

Baptist Seminary Libraries:

Berkeley Baptist Divinity School, Berkeley, California

Central Baptist Seminary, Kansas City, Kansas

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Colgate-Rochester Divinity School, Rochester, N. Y.

Crozer Theological Seminary, Chester, Pa.

Eastern Baptist Theological Seminary, Philadelphia.

New Orleans Baptist Theological Seminary, New Orleans, La.

Southeastern Baptist Theological Seminary, Wake Forest, N. C. (Organized, 1951)

Southern Baptist Theological Seminary, Louisville, Ky.

Southwestern Baptist Theological Seminary, Fort Worth, Texas

Baptist College Libraries in the various states.

How Baptist Materials are Cataloged

	<u>Dewey</u>	<u>Union</u>	<u>Library of Congress</u>
Baptist Theological Works	230.6	*R (but some in G, MA2, etc.)	BT or BV
Baptist doctrinal statements	238.6	KK3 (LU33, ME, etc)	EX6330-6336
Baptist Sermons	252.06	*WU-WX	BV4253 (All sermons here)
Baptist Church polity	262.46	UC70-UC71	EX6340
Baptist Worship services	264.06	USB	BV187.B2
Baptist Missions	266.6	NPB	BV2520
Baptist Religious Societies for Young People	267.626	*WA78 TL97B (S.S. Societies)	EX6205
Baptist Sunday Schools	268.86	TL97B (S.S. Societies) TM 56 (S. S. lessons)	EX6222-6227
Anabaptists	284.3	KK60-KK64	EX4929-4946
Baptist History	286-286.5	KK2 (LU30-LU39, ME, etc.)	EX6231-6328
Baptist Seminaries	*378.992	*TX	EX6219
Baptist Colleges cataloged by states	*378.741-	*TU-TW	BV4070-4160
Baptist Biography	922.6-922.65	*H, MA5, LQ1, etc.	EX6493-6495

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	<u>Dowey</u>	<u>Union</u>	<u>Library of Congress</u>
Difference between All kinds of Baptists in U. S. and Missionary or Cooperative group	286.0973 286.173	KCS	EX6235 EX6348.3

*Classification not differentiated by denomination.

Continuing the Project

It is planned to have papers similar to this on other denominations prepared for presentation at the meeting of the American Theological Library Association in 1952.

(Mr. Starr gave annotations on the Bibliography.)

APPENDIX A

ROCHESTER CONFERENCE

SUMMARY OF GENERAL BUSINESS SESSIONS

TUESDAY, JUNE 12, 9:45 A.M. - OPENING BUSINESS SESSION (Pres. Newhall, presiding)

1. The following report of the Treasurer, E. F. George, was approved:

Receipts

Carried forward from 1949-50	\$878.80	
Received during year		
Membership and Proceedings	637.55	
	<hr/>	\$1,516.35

Expenditures

Administrative and Projects	\$426.70	
Printing Sonne's Bibliography	613.86	
	<hr/>	\$1,050.56
<u>Balance on hand</u>		<hr/>
		\$ 465.79

(Signed) E. F. George

2. Constitutional Committee report (Enos Dowling, chairman):

1. Second reading of Constitutional section III (Membership, a, Active Members) reading as follows, was voted: "Librarians serving in theological seminary libraries, denominational historical libraries, and other specialized religious libraries may become active members by vote of the Executive Committee. Such librarians shall be the director of the library, the head librarian, or any other librarian serving in a full-time professional position on the library staff. Only active members may vote, hold office, or serve on the Executive Committee."
2. Second reading of Constitution section III (Membership, b, Associate Members) reading as follows was voted: "Other persons interested in theological librarianship may be elected to associate membership by vote of the Executive Committee."

TUESDAY, JUNE 12, 9:45 A.M. - OPENING BUSINESS SESSION (Cont.)

3. Second reading of Constitutional section V (Committees, section 1) reading as follows was voted: "The retiring President shall serve as a member of the Executive Committee for the year following his (her) term of office as President."
 4. First reading of Constitutional section III (Membership) proposed to amend by adding the phrase as follows: "Librarians who have been regularly retired by their institutions may also be continued as active members."
 5. The following By-Law was voted: "Active members on retired status are exempt from payment of dues."
 6. It was suggested that only active members under the revised Constitution be eligible for participation in the Periodical Exchange.
3. The names of new members voted on by the Executive Committee was presented to the membership. (See Appendix B)
4. A vote of thanks was given to Dr. Neils Sonne and his committee upon the completion and publication of the Bibliography. The work of the Committee on a Master List of Research Studies was terminated.
5. The following Pro-tem committees were appointed by the President:
- Nominating: Docherd Turner, Chairman; Miss Margaret Hort, Robert Beach
- Constitution: L. R. Elliott, Chairman; Enos Dowling, Mrs. T. G. Kier
- Auditing: Harold Prince, Chairman; Miss Adole Herrick, Miss Dorothea Williams
- Resolutions: Miss Helen Urich, Chairman; Miss Ruth Eisenhart, Donn Farris.
6. A few general announcements were made:
- a. We had lost several members either through their retirement or leaving the field of librarianship; among them was the President-elect Dr. O. Gerald Lawson.
 - b. The question of Periodical Indexing was again raised and several suggestions were made regarding revising the project. (This was discussed at a later time on the program.)
 - c. Each member was urged to return the questionnaire sent out by the Standards Committee of AATS & ATLA.

(Meeting adjourned)

WEDNESDAY, JUNE 13, 9:00 A.M. - SECOND BUSINESS SESSION

1. Concerning the time and place of the next annual meeting, 1952, it was announced that it would be held at Eden Seminary, Webster Groves, Missouri in conjunction with the Biennial Meeting of AATS.
2. It was again agreed that only summaries of the reports of the various committees would appear in the body of the PROCEEDINGS. Complete reports would be sent to those members of ATLA who had not attended the conference.
3. It was generally agreed that the following projects be continued--either through an active committee, or through one liaison person in order to keep the Association posted on new developments and to give information to new members coming into the Association.

Building and Equipment
Cataloging and Classification
Microphotography

Periodical Exchange
Periodical Indexing
Personnel

4. Constitutional Committee Report.

First reading of Constitutional Article IV, section 1 (Officers). Proposed to amend: "Officers shall be a president; vice-president, recording secretary, corresponding secretary, and treasurer. They shall perform the duties usually performed, and those assigned by action of the Association and the Executive Committee."

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

"We have examined the accounts of the Treasurer for the year ended June 1, 1951, and have found them correct.

(Signed) Miss Adole R. Herrick
Miss Dorothea Williams
Harold B. Prince, Chairman"

(Meeting adjourned)

WEDNESDAY, JUNE 13, 2:00 P.M. - CLOSING BUSINESS SESSION

1. By consensus of those present it was decided that for the next few years annual rather than biennial meetings would be held.
2. Several suggestions were made as to future problems to be taken up on the program.
 - a. More exhibits were requested.
 - b. Workshops, and more round tables were desired.
 - c. Papers on evaluations of periodicals and reference tools might be given.
3. The following report of the Resolutions Committee was accepted:
 1. Resolved, That we of the American Theological Library Association express our appreciation to the Colgate-Rochester Divinity School and to its li-

brarian, Dr. Theodore Trost, for the gracious hospitality extended to this Conference during the past two days.

2. Resolved, That the Association express its gratitude to the library staff of Colgate-Rochester Divinity School for their courtesy and patience throughout this Conference, to Miss Eleanor Lussow for her assistance in the registration, to Miss Ethel Sayre, to Mrs. Dorothy Robinson and to Miss Etta Cook for showing us the library and the Samuel Colgate Baptist Historical Collection.
3. Resolved, That the Association expresses its gratitude to the dietitian, Miss Grace Cogswell, and her staff, for the delicious and generous meals served to us, and to Miss Ethel Pearson, registrar of Colgate-Rochester Divinity School, for her efficient provision of dormitory accommodations for many of our members attending the Conference.
4. Resolved, That the Association expresses its gratitude to Dr. Milton Froyd for his stimulating and incisive address at our opening session, and to all those members of the Association who prepared papers and reports to be delivered at this Conference.
5. Resolved, That the Association expresses its gratitude to our officers for their untiring efforts during the past year in promoting the work of the Association, for their contributions in terms of time and personal expense; to the executive committee who planned and executed this conference; and especially to the Secretary on whom the heaviest burden fell; to our retiring Treasurer, Mr. George, for his long and devoted service; to the members of the special project committees who labored in many areas of professional interest and concern; to all of those who served to the end that there may be a more enlightened and consecrated body of servants in the libraries of our theological schools and that the cause of theological education be thus furthered. Finally, we wish to voice our particular appreciation to Dr. Sonne and the members of his committee upon their bringing their work to a close with such outstanding success.

Respectfully submitted,

Ruth Eisonhart
Donn Michael Farris
Helen B. Uhrich, Chairman

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

President - Dr. Raymond Morris
Vice-president - Miss Margaret Hort
Secretary - Mrs. Evah Kincheloe
Treasurer - Mr. Calvin Schmitt
Members of the Executive Committee (three year term)
Dr. Herbert Wernocke
Mr. William Hand

Respectfully submitted,

Mrs. Evah O. Kincheloe, Secretary

(Meeting and Conference adjourned)

APPENDIX B

MEMBERSHIP, AMERICAN THEOLOGICAL LIBRARY ASSOCIATION

1950-1951

(Persons marked * attended the Fifth Annual Conference)

ACTIVE MEMBERS

- Allen, Miss Clara B., Fuller Theological Seminary, Pasadena, California
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., Garrett Biblical Institute, Evanston, Illinois
Beaver, J. Pierce, Missionary Research Library, New York, New York
*Bestul, Miss Valborg, Luthor Theological Seminary, St. Paul, Minnesota
Boell, Miss Margaret, Meadville Theological Seminary, Chicago, Illinois
Bradley, Mrs. Verdelle V., Virginia Union University, Richmond, Virginia
Brimm, Dr. Henry M., Union Theological Seminary, Richmond 22, Virginia
Chandler, Mrs. Emily Morrison, Westminster Theological Seminary, Westminster, Md.
Chen, Paul T. H., 610 E. St. John St., Champaign, Illinois
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. Elisabeth, Wartburg Theological Seminary, Dubuque, Iowa
*Dowling, Enos E., School of Religion, Butler University, Indianapolis 7, Indiana
*Ehlert, Arnold D., Fuller Theological Seminary, Pasadena 20, California
*Eisenberg, Miss Winifred V., Rose Memorial Library, Drew University, Madison, N. J.
*Elliott, L. R., Southwestern Baptist Theological Seminary, Fort Worth, Texas
Ernst, Miss Hilda, Mission House Seminary, Plymouth, Wisconsin
Fisher, Miss Ilo, Wittenberg College, Springfield, Ohio
Frank, Miss Emma L., Oberlin Graduate School of Theology, Oberlin, Ohio
Fritz, W. Richard, Lutheran Theological Southern Seminary, Columbia, South 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 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
Hand, William J., Eastern Baptist Theological Seminary, Overbrook, Philadelphia, Pa.
Hess, Miss Geraldine, Pacific Bible College, Azusa, California
Highfield, Miss Betty Jam, North Park College and Theological Library, Chicago, Ill.
Hodges, Miss Elisabeth, Episcopal Theological School, Cambridge, Massachusetts
*Hort, Miss Margaret J., Lutheran Theological Seminary, Philadelphia, Pennsylvania
Jacobsen, Karl T., Luther Theological Seminary, St. Paul, Minnesota
Johnson, Miss Elinor C., 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
Lawson, O. Gerald, Drew University, Madison, New Jersey

ACTIVE MEMBERS (Cont.)

- *Lindsjo, Dr. 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, Illinois
- *McTaggart, John, Eastern Baptist Theological Seminary, Philadelphia, Pennsylvania
- Markley, Dr. Lucy W., 130 West 85th Street, New York 24, New York
- Michel, Miss Majel Allen, Western School of Evangelical Religion, Jennings Lodge, Oro.
- Moore, Miss Eleanor, Nazarene Theological Library, Kansas City, Missouri
- *Morris, Raymond P., Yale Divinity School, New Haven, Connecticut
- Mothershead, Mrs. Bortie, Brite College of the Bible, Texas Christian University,
Forth Worth, Texas
- *Newhall, Dr. Jannette E., Boston University, School of Theology, Boston, Massachusetts
- Olson, Miss Ivy, Wheaton College and Theological School, Wheaton, Illinois
- Rand, James I., Dallas Theological Seminary, Dallas, Texas
- Roid, Miss A. Brownie, Johnson C. Smith University Theological Library, Charlotte, N.C.
- Reynolds, Stephen M., Gordon College of Theology and Missions, Boston, Massachusetts
- Robbins, Mrs. Ruth G., Iliff School of Theology, Denver, Colorado
- Roberts, Pros. Walter N., Bonobake Theological Seminary, Dayton, Ohio
- *Royer, Elizabeth, Emory University, Candler School of Theology, Emory University, Ga.
- Russell, Miss Emily G., Faith Theological Seminary, Wilmington, Delaware
- *Salaska, E. J., Concordia Seminary, St. Louis, Missouri
- Scammon, John H., Andover-Newton Theological Seminary, Newton Highlands, 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
- Seitz, Dr. W. C., Bexley Hall, Kenyon College, Gambier, Ohio
- Shall, Elton, San Francisco Theological Seminary, San Anselmo, California
- Shoppard, Edward L., Divinity School, University of Chicago, Chicago 37, Illinois
- Shields, Anne E., Church Divinity School of the Pacific, Berkeley, California
- *Simmers, Miss Carrie R., Bothany Biblical Seminary, 3435 W. Van Buren St., Chicago, Ill
- *Snively, Miss Mary Stauffer, Moravian College & Theological Seminary, Bethlehem, Pa.
- *Sonno, Dr. Niels H., General Theological Seminary, Chelsea Square, New York 11, N.Y.
- *Starr, Edward C., Crozer Theological Seminary, Chester, Pennsylvania
- *Stonesifer, Paul T., Theological Seminary of Evangelical and Reformed Church,
Lancaster, Pennsylvania
- Stouffer, Miss Isabelle, Princeton Theological Seminary, Princeton, New Jersey
- Stribling, Mrs. Mary P., South-eastern Bible Institute, Lakeland, Florida
- Teague, Mrs. Grace N., Religious Section, Joint Univ. Libraries, Nashville, Tennessee
- *Trost, Theodore, Colgate-Rochester Theological Seminary, Rochester 7, New York
- *Turner, H. Dechard Jr., Perkins School of Theology, Southern Methodist University,
Dallas, Texas
- *Uhrich, Miss Helen B., Yale University Divinity School, New Haven, Connecticut
- *Van Raden, Miss Margaret, Union Theological Seminary, Broadway at 120th, New York
- Warneck, Miss Ruth A., Asbury Theological Seminary, Wilmore, Kentucky
- *Wernecke, Herbert, Eden Theological Seminary, Webster Groves, Missouri
- White, Ernest Miller, Louisville Presbyterian Seminary, 109 East Broadway,
Louisville 2, Kentucky
- *Williams, Miss Dorothea V., Northwestern Schools, Minneapolis 3, Minnesota
- 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, 1950-51

- *Allen, Francis W., Congregational Library, 14 Beacon Street, Boston 8, Massachusetts
*Allenson, Alec R., Blessing Book Stores, 8 West Van Buren, Chicago, Illinois
Gratke, Paul, Milwaukee Public Library, 814 W. Wisconsin Ave., Milwaukee 3, Wisconsin
*Herrick, Miss Adele R., General Theological Library, Boston, Massachusetts
*Hughey, Miss Elizabeth, Methodist Publishing House Library, 810 Broadway, Nashville, Tennessee
Loizeau, Miss Marie D., c/o H. W. Wilson, 950-972 University Ave., New York, N. Y.
Mueller, Theodore, Library of Congress, Washington, D. C.
Osborn, E. C., Athens College, Athens, Alabama
Smith, Miss A. Marguerite, Zion Research Library, 120 Seaver St., Brookline 46, Mass.
*Swann, Arthur W., Library School, Peabody College for Teachers, Nashville 4, Tenn.
Williams, Miss Ollie Mae, Missouri Baptist College, Poplar Bluff, Missouri

NEW MEMBERS VOTED INTO THE ASSOCIATION
DURING THE YEAR AND AT THE CONFERENCE

- Anders, Katie, Mennonite Biblical Seminary, Chicago, Illinois
Bishop, James P., Northwestern Lutheran Theological Seminary, Minneapolis, Minnesota
Bouldin, Miss Myrtle, Bethel College, McKenzie, Tennessee
Bouquet, Francis Lester, San Francisco Theological Seminary, San Anselmo, California
Davis, Newell E., Joint University Libraries, Religious Section, Nashville, Tennessee
De Koster, Lester, Calvin College, Grand Rapids, Michigan
Eisenhart, Miss Ruth, Union Theological Seminary, New York, N. Y.
Farris, Donn Michael, Duke Divinity School, Durham, North Carolina
Fisher, Glenn, Grand Rapids School of Bible Music, Grand Rapids, Michigan
Hollenbeck, Miss Esther, Golden Gate Baptist Seminary, Berkeley, California
Kuschka, Arthur W., Westminster Theological Seminary, Philadelphia 18, Pennsylvania
Leech, David, Divinity School of the Protestant Episcopal Church, Philadelphia 4, Pa.
Parker, J. W., 616 W. 116th Street, New York 27, New York
Pierson, Roscoe M., College of the Bible, Lexington, Kentucky
Prince, Harold B., Columbia Theological Seminary, Decatur, Georgia
Ritter, R. Vernon, California Baptist Theological Seminary, Los Angeles 13, California
Schupport, Miss Mildred, Western Theological Seminary, Holland, Michigan
Taylor, Miss Carolyn, Protestant Episcopal Seminary, Alexandria, Virginia
Welle, Edith L., University of Denver, Denver, Colorado
Whitford, Miss Ruth, Biblical Seminary in New York, New York, N. Y.

ADDITIONAL ATTENDEES: FIFTH ANNUAL CONFERENCE

- Davis, Newell E., Joint University Libraries, Religious Section, Nashville, Tennessee
De Koster, Lester, Calvin College, Grand Rapids, Michigan
Eisenhart, Miss Ruth, Union Theological Seminary, New York, New York
Farris, Donn Michael, Duke Divinity School, Durham, North Carolina
Hollenbeck, Miss Esther, Boston University School of Theology, Boston, Massachusetts
Kieffer, Jay, Conestoga Book Service, Mahwah, New Jersey
Morris, Mrs. Raymond, Yale Divinity School, New Haven, Connecticut
Pierson, R. M., College of the Bible, Lexington, Kentucky
Prince, Harold B., Columbia Theological Seminary, Decatur, Georgia
Swann, Mrs. Arthur, Nashville, Tennessee
Taylor, Miss Carolyn L., Virginia Theological Seminary, Alexandria, Virginia
Whitford, Ruth H., Biblical Seminary in New York, New York, N. Y.

INSTITUTIONAL MEMBERS, 1950-51

Andover Newton Theological School, Newton Center, Massachusetts
Asbury Theological Seminary, Wilmore, Kentucky
Augustana Theological Seminary, Rock Island, Illinois
Austin Presbyterian Theological Seminary, 100 W. 27th St., Austin, Texas
Bangor Theological Seminary, Bangor, Maine
Berkeley Baptist Divinity School, Berkeley 4, California
Bethany Biblical Seminary, 3435 W. Van Buren St., Chicago 24, Illinois
Bexley Hall, Kenyon College, Gambier, Ohio
Biblical Seminary in New York, 235 E. 49th St., New York, N. Y.
Bloomfield Seminary, Bloomfield, New Jersey
Bonebrake Theological Seminary, Harvard Boulevard, Dayton 6, Ohio
Boston University School of Theology, 688 Boylston St., Boston 16, Massachusetts
Brite College of the Bible, Texas Christian University, Fort Worth, Texas
Calvin Seminary, Franklin Street, S.E., Grand Rapids, Michigan
Candler School of Theology, Emory University, Georgia
Chicago Lutheran Theological Seminary, 1644 S. Eloquent St., Maywood, Illinois
Chicago Theological Seminary, 5757 University Avenue, Chicago 37, Illinois
Church Divinity School of the Pacific, 2451 Ridge Road, Berkeley 4, California
Colgate-Rochester Theological Seminary, Rochester 7, New York
College of the Bible, Lexington, Kentucky
Columbia Theological Seminary, Decatur, Georgia
Crozer Theological Seminary, Chester, Pennsylvania
Divinity School, University of Chicago, Chicago 37, Illinois
Drew University, Madison, New Jersey
Duke Divinity School, Durham, North Carolina
Eastern Baptist Theological Seminary, Lancaster Avenue and City Line,
Philadelphia, Pennsylvania
Edon Theological Seminary, Webster Groves, Missouri
Episcopal Theological School, Cambridge, Massachusetts
Evangelical Lutheran Seminary, Capital University, Columbus, Ohio
Evangelical School of Theology, 14th and Union Streets, Reading, Pennsylvania
Evangelical Theological Seminary, Naperville, Illinois
Garrett Biblical Institute, Evanston, Illinois
General Theological Seminary, Chalsea Square, New York 11, N. Y.
Hanna Divinity School, Wittenberg College, Springfield, Ohio
Hartford Seminary Foundation, Hartford 5, Connecticut
Hood Theological Seminary, Livingstone College, Salisbury, North Carolina
Hiff School of Theology, Denver 10, Colorado
Louisville Presbyterian Seminary, 109 East Broadway, Louisville, Kentucky
Luther Theological Seminary, Como and Luther Place, St. Paul 8, Minnesota
Lutheran Theological Seminary at Philadelphia, Germantown Ave., Philadelphia, Pa.
Lutheran Southern Theological Seminary, Columbia, South Carolina
McCormick Theological Seminary, 2330 North Halstead Street, Chicago 14, Illinois
Missionary Research Library, 3041 Broadway, New York 27, 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 W. Washington Blvd., Chicago 12, Ill.
Oberlin College, Graduate School of Theology, Oberlin, Ohio
Pacific School of Religion, Berkeley, California
Perkins School of Theology, Southern Methodist University, Dallas 5, Texas
Phillips University, Graduate Seminary, Enid, Oklahoma
Pittsburg-Xenia Theological Seminary, 616 North Avenue, Pittsburgh, Pennsylvania

INSTITUTIONAL MEMBERS (Cont.)

Princeton Theological Seminary, Princeton, New Jersey
Protestant Episcopal Theological Seminary in Virginia, Alexandria, Virginia
San Francisco Theological Seminary, 140 Bolinas Avenue, San Anselmo, California
School of Religion, Butler University, Indianapolis 7, Indiana
School of Religion, Howard University, 2441 Sixth St., N.W., Washington, D. C.
School of Religion, Vanderbilt University, Nashville 4, Tennessee
School of Theology, Johnson C. Smith University, Charlotte, North Carolina
Seabury-Western Theological Seminary, 600 Haven Street, Evanston, Illinois
Southern Baptist Theological Seminary, Lexington Road, Louisville 6, Kentucky
Southwestern Baptist Theological Seminary, Seminary Hill, Fort Worth, Texas
Sullivan Memorial Library, Temple University, 826 S. 48th St., Philadelphia, Pa.
Theological Seminary, Lincoln University, Pennsylvania
Theological Seminary, University of Dubuque, Dubuque, Iowa
Theological Seminary of the Evangelical and Reformed Church, Lancaster, Pa.
Union Theological Seminary, Broadway at 120th, New York, N. Y.
Union Theological Seminary, 3401 Brook Road, Richmond 22, Virginia
Virginia Union University, 1500 North Lombardy Street, Richmond, Virginia
Wartburg Theological Seminary, Dubuque, Iowa
Western Theological Seminary, Holland, Michigan
Western Theological Seminary, 731 Edge Avenue, Pittsburgh 12, Pennsylvania
Westminster Theological Seminary, Westminster, Maryland
Yale Divinity School, New Haven, Connecticut