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SUMMARY OF PROCEEDINGS

THIRD ANNUAL CONFERENCE

AMERICAN THEOLOGICAL LIBRARY ASSOCIATION

(Chicago Theological Seminary)

Chicago, Illinois

June 20-21, 1949

Additional copies of these Proceedings may be secured upon request to Robert F. Beach, Secretary, Garrett Biblical Institute, Evanston, Illinois.

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MONDAY, JUNE 20, 10:00 A.M.

(Presiding, L. R. Elliott)

DEVOTIONS

W. L. Seitz, Librarian  
Bexley Hall, Kenyon College

REMARKS OF WELCOME

Mervin Deems, Chairman Library  
Committee, Chicago Theological Seminary

ORIENTATION AND ANNOUNCEMENTS

(L. R. Elliott)

STEPS TOWARD A LIBRARY SURVEY

Presented by Felter N. Roberts, Bonebrake  
Theological Seminary

To the Members of the American Theological Library Association

Esteemed Comrades:

There is no group in America more concerned about the improvement of the Libraries of the Theological Schools of this country than the people who are assembled here today. It is because of this fact that I am glad to report to you the progress that has been made toward the proposed Library Survey. This paper proposes to be simply an outline of the steps that have been taken thus far.

1. The American Association of Theological Schools in its meeting in Chicago in June, 1946, decided to make the biennium of 1948-1950 a time for the study of the libraries of the schools of the Association.

2. In its Biennial meeting in Dayton, Ohio, in June, 1948, the following action was taken:

It was voted to appoint a committee of three to make a preliminary study and report to the Executive Committee a plan for a thorough study of libraries which would lead to the establishment of standards for library budgets, controls and ideals by which the Commission on Accrediting could be guided and that the Executive Committee be authorized to appropriate up to \$1,000 to carry out this plan.

The Committee nominated Dr. E. E. Aubrey, President W. N. Roberts, and Dr. A. F. Kuhlman.

3. Proposed Survey. The Committee met in Cincinnati, Ohio, on November 15, 1948, and decided unanimously to recommend to the Executive Committee of the American Association of Theological Schools that there be conducted a survey of the libraries in relation to the curriculum and teaching methods of the accredited theological schools in the United States and Canada. This survey may be extended in some matters beyond the list of accredited theological schools if the Advisory Board so determines.

4. The Report of the Committee on Library Survey was presented to the Executive Committee of the American Association of Theological Schools in its annual meeting on December 10, 1948. The Executive Committee approved the report. A committee consisting of Dr. E. E. Aubrey, President Henry P. Van Dusen, and Dr. A. F. Kuhlman were appointed to approach a Foundation or Foundations to secure funds for the proposed Library Survey.

5. The General Survey of Theological Education. At the meeting of the Executive Committee of the American Association of Theological Schools on December 10, 1948, the idea was expressed that the time had come that a survey of theological education in America should again be made. A committee was appointed to confer with Dean Luther A. Weigle asking him to serve as chairman of a committee to give direction to a Survey of Theological Education in America. Because of previous commitments Dean Weigle felt he could not accept the Chairmanship of a Survey Committee. However, he and the committee that conferred with him were strongly convinced that a survey of theological education in America should be made. Whereupon the committee recommended that the Executive Committee of the American Association of Theological Schools, the Accrediting Commission of the American Association of Theological Schools and President Henry P. Van Dusen have a meeting and give consideration to the advisability of said survey.

The above named group met in New York at Union Theological Seminary on March 25th and 26th, 1949, and constituted itself a Survey Commission of the American Association of Theological Schools to give direction to a survey of theological education in America.

6. A Committee to Approach a Foundation. A Committee consisting of Dean Weigle, President Henry P. Van Dusen, President John A. Mackay and Dean Edward H. Roberts was appointed to approach a foundation to secure the financial support for a survey of theological education in America.

7. The Committee to Approach a Foundation met on June 8, 1949, to organize their material and prepare to make an approach to a Foundation.

8. The present status. In view of the fact that the Library Survey is estimated to cost between \$20,000 and \$25,000 and the General Survey of Theological Education may cost as much as \$200,000 it was deemed advisable to make the appeal to the Foundation for the larger sum first. The response from the Foundation will largely determine whether there will be one or two surveys. The Library Survey may be included in the General Survey of Theological Education. On the other hand it may be conducted as a separate survey, but coordinated with the General Survey.

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Let me assure you, in conclusion, that the Executive Committee of the American Association of Theological Schools is vitally interested in the growth and improvement of the Libraries of the Seminaries of America. It is deeply grateful to you for the progress you are making as an Association. In the Survey or Surveys to be conducted, it is eager to do that which will bring the greatest improvement of Theological Education in this country. The procedure from this point forward remains to be determined. It is the hope of all of us that it will be for the best interests of all concerned.

Respectfully submitted,

Walter N. Roberts

MICROPHOTOGRAPHY -- PRESENT AND FUTURE

By Herman H. Fussler, Director  
University of Chicago Library

I have been asked to speak to you briefly concerning microfilm, especially as it relates to actual or potential use in theological libraries. I notice that your program for this morning has, as its general topic, Library Materials: Present and Future. Perhaps you will forgive me if I talk of the present, in part at least, in terms of the past.

The extensions of microphotographic techniques during the war and postwar period have been sizeable, though they may hardly be said to be startling. Can we, in broad terms, outline what microphotography has done; what it has done well; what it has done indifferently; and what it has done badly? Perhaps if this can be done, albeit very generally and very briefly, it may serve to define the present situation, and thus may give us a basis for estimating the future.

If you will re-read today the articles concerning photographic reproduction that were so prolific in the middle and late thirties, I think you will find that some, at least, of the most glowing pictures of the future were painted by those who were not practitioners and perhaps not directly consumers of micro-reproductive techniques. A whole new world was promised in which the book's very life, as we knew it, was imperiled. Is this still the case? If not, were those predictions wrong, or have the techniques failed? Certainly we still have books, although we have had extensive microphotographic techniques in use since at least the middle 1930's. You will remember that the Journal of Documentary Reproduction started in 1938 and technical developments at that time were beginning to be very extensive. It is my general feeling that the predictions, while glowing, have failed no more than predictions usually do and that an appraisal of the possibilities of micro-reproduction can perhaps be made more realistically today than was possible then.

I will try to avoid, in my remarks, unnecessary references to the special technique of micro-cards, which is one form of micro-reproduction, because you will shortly hear from another speaker on this subject. On the other hand, I will take the liberty of extending my remarks somewhat beyond the narrow limits of microfilm as we know it now, if there is no objection.

Microfilm in 16 and 35mm dimensions has been used, and is being used today, on a large scale. The largest consumption of film is unquestionably related to business and governmental enterprises. The scholarly world consumes, relatively, a

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smaller proportion of film, though it may be making more use of the product than is the business world. Perhaps this sounds contradictory; it will be clarified I think if I point out that the most extensive use of microfilm commercially has been for the reproduction of relatively inactive records for security and legal purposes. Many of the records are referred to only when it is necessary to do so, and therefore routine use, while it occurs, is in a special sense an exceptional problem. The filming of bank checks is an illustration. Literally, millions of feet of film are being consumed in this country and abroad for such purposes each year.

The development of equipment and commercial facilities has shown the influence of this enormous consumption and demand. Thus, we see that commercial cameras and reading machines have shown substantial technological improvements and are continuing to show such improvements. In addition, there has been a substantial amount of commercial competition. Both of these are less true for the scholarly world.

The consumption of film commercially has been highly concentrated in the 16mm area, and the reduction ratios used have been higher than those common to scholarly work. The equipment is capable of producing images that, in general, are legible, but the technical limitations are set arbitrarily so high as frequently to permit only bare legibility, in order to increase economy.

This is less feasible for scholarly materials, where legibility, because of intensive use, even if only occasionally, requires the highest degree of legibility that normal technical procedures will permit. This has meant somewhat different standards for equipment, certainly different standards for procedures, and because of the relatively smaller market, the amount of commercial competition, from the point of view of equipment, has been less, and the development perhaps as a consequence has been less extensive.

What has been done? It would be possible to list for you project after project, and title after title that has been handled--and handled very successfully, too--by microfilm reproduction for the benefit of scholars. It seems to me that this, on the whole, may be less useful to you than a more general description of the types of applications that have been made, with an indication as to where they have been most successful and perhaps why. Therefore I will confine myself from this point forward, to the reproduction of materials of interest to students or scholars, very broadly defined.

The most extensive consumption of film at the present time, in relation to scholarly reproduction, is unquestionably in the field of newspaper reproduction. Here, libraries were faced at the beginning of the 1930's with enormous masses of newspapers which required a space, disproportionate to the amount of their use, and which, even more significantly, were showing the most alarming signs of physical decay and disintegration. Lamination, coating with Japanese tissue, special sprays, air conditioning and other devices showed promise of being able to arrest or slow down decay, but perhaps not to stop it, and to be almost impossibly expensive of application to the large volume of materials requiring attention. Microfilm, therefore, became at once a technique considered for, and applied to, the problem of newspaper preservation. It is my feeling that it has worked very well indeed in this capacity, and I can speak here as a practicing librarian, having in my library many thousands of rolls of newspaper microfilm. The technical reproduction, while not always completely satisfactory especially in the earlier days, has become increasingly acceptable as our ability and our knowledge increased, so that today the output of the better laboratories has a very satisfactory level

of legibility, and the best instruments perfected for reading newspaper microfilm, while appallingly expensive at the present time, yield results that are, on the whole, highly satisfactory to the average user, once he has adjusted himself psychologically to the use of a reproduced file in lieu of an original.

Thus, today it is common for the more important newspapers to be available currently in microfilm editions and increasingly so with respect to their back files. The negatives are almost universally held exclusively for duplication, and only positive copies are distributed for use in many libraries. Thus, technologically, as well as from a scholarly point of view, micro-reproduction has produced a satisfactory solution. The cost is not slight. The acquisition of a complete back file of a major metropolitan newspaper is not a thing to be lightly undertaken by even the largest library. The cost may run into several thousands of dollars for a file such as the London Times, the New York Times, the New York Herald Tribune or the Chicago Tribune. Nonetheless, the costs are not seriously disproportionate to the original costs of acquisition plus binding and, therefore, the economic picture can not be said to have been radically altered. The space required is enormously reduced and the film will undoubtedly have a life substantially in excess of the originals had they been retained.

Secondly, I think we should recognize the importance of micro-photography in what I call, for lack of a better term, the reproduction of miscellaneous items. The amount of film consumed for these applications certainly does not approach that required for newspaper reproduction but is, nevertheless very extensive. It consists of one library reproducing for another library, or for an individual, one or a few individual titles or periodical articles. Micro-photography is used very widely for this type of service. Its importance to scholars should not be minimized. The use here quite clearly is in lieu of requiring the original. This is an area where many individuals and perhaps most libraries would prefer to acquire the original work in question, if they could. Microfilm comes to the front only where such acquisition does not appear possible or desirable, because of the rarity of the item, current lack of availability, or cost. Microfilm used for this purpose appears to have been less satisfactory to the consumer. If it is true that most of us still prefer to have the original, the micro-reproduction must be regarded as in some ways less satisfactory.

I would suppose that the microfilm is less satisfactory for a number of reasons. Perhaps the most important of them are psychological in origin. Miscellaneous reproductions of this type as a rule are of books or manuscripts and other related materials which users are accustomed to having readily available in their offices, studios, homes, or elsewhere, where they may be used at leisure and without the inconvenience of a mechanical reading device. By way of contrast, this is less true with newspapers where, as a rule, they must be used in a library --and the original form of newspapers is hardly as attractive. Therefore the use of a mechanical device for reading does not appear to be quite such a serious obstacle. Secondly, one frequently consults newspapers without associating them with other items. This tends to be less true of miscellaneous books, manuscripts, and other common materials of scholarship. However, we should not overlook the fact that when a scholar is offered the opportunity to do without or cross the country to examine a book, as alternative choices to the acquisition of the microfilm, the choice usually favors the latter unless there are other compelling reasons for consultation of the original.

The costs in this area--always a factor of concern to librarians--tend to be very stable and very closely comparable, in many instances, with original acquisition costs, or less.

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We can turn now perhaps to a different type of application which I will call the scholarly project. This usually consists of the reproduction of a fairly substantial mass of related material for the benefit of more than one library. The material is usually of such nature that it would not be available in any other form of reproduction, and the demand is usually such that micro-film is the most economically feasible method of duplication. As Mrs. Koenleyside, I am sure, will inform you, microfilm positive copies are linear in their cost, that is the tenth copy costs approximately the same as the ninth. There is a saving in cost due to a distribution of the negative cost over a fairly large number of copies, but mass production does not produce major savings in the unit costs beyond a certain level. That is to say, there are economies that are significant in multiple copies from microfilm, but the savings do not bulk substantially once one has passed a certain level of multiplication. This is true of any photographic process, including micro-cards. It is distinguished from printing on paper where, once the make-ready has occurred, the costs become largely mechanical, that is, the consumption of ink, paper, and press time. There is no fundamental difference between a photographic operation in this respect and a printing operation except that the make-ready costs in printing are vastly more than the direct operating costs, or to put it another way, the latter, in terms of individual copies represent very small costs. Therefore, the distribution of the make-ready costs becomes an essential part of the operation. This is also true for micro-cards. The virtue of microfilm is, however, that for many types of materials, particularly shortrun, miscellaneous items, the initial cost of a single copy is comparable to any other method of acquisition and, in many instances, may be substantially less. If an extensive run of material, however, is carefully prepared and microfilmed, the costs of the negative may be distributed over a series of subscriptions and the cost, therefore, to each subscriber becomes substantially less. Projects of this type are becoming increasingly frequent. A number have been developed under commercial auspices, others have been promoted by individual universities or libraries. To mention only a few; those of commercial origin might include the project of University Microfilms in Ann Arbor in reproducing the books printed in English before 1550. Those produced by governmental agencies would include the Film Micro-copies of the National Archives in which a series of related archival materials are brought together and filmed as a unit. Obviously, in both of these projects the materials are economically available in no other form, and the Film Micro-copy program makes the acquisition of prime source materials extraordinarily inexpensive. Other projects might include the reproduction of the Chicago city directories by the University of Chicago and the Chicago Public Library, the reproduction of the Briefs and Records of the U. S. Supreme Court by the University of Chicago, and the reproduction of the Draper Manuscripts by the Wisconsin State Historical Society. There are many similar projects and there ought to be many more.

Finally, there are applications of microfilming in scholarly institutions of an administrative nature which are, in effect, not too dissimilar in some of their aspects from the filming of newspapers or from commercial operations. They are done to preserve material, to reduce space, and to insure completeness and ready accessibility of files that are disintegrating, or difficult to handle, or are extraordinarily space consuming in their requirements. Such applications even go into the purely administrative areas of the reproduction of hospital case histories and the like. More commonly, they can be applied to the reproduction of pamphlets, theses, and other files of material difficult to handle but, nonetheless, important.

This is a very broad description of the areas in which microphotography has been used. I should not minimize the extent of these applications in scholarly libraries today. That it has not been more extensively exploited, I think deserves some comment. First there is the difficulty of mechanical reading. No matter how perfect the reading device is, most individuals still prefer the printed book, which they can read where and when they like. Microfilm lacks yet this flexibility.



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Secondly, I think we should recognize in our acquisition techniques that the very existence of a master negative microfilm, as that for example of the New York Times or some other type of prime source material, tends to diminish the necessity for its acquisition. Such records when microfilmed are "in print" permanently, and a copy may be secured when needed. This is an entirely new concept in the acquisition of newspapers for example, as all of you will recognize. In former times it was generally necessary to acquire a newspaper file as published. While complete files appeared from time to time in the book trade, they appeared so seldom that one could not be assured of the acquisition of a title through such means. Therefore, libraries have been in the custom of subscribing to very large numbers of newspapers, which were carefully bound at considerable expense, and shelved as accessibly, as a rule, as their regular books. The use of such files, relative to the use of many books, tends to be infrequent, though when such demands are made they can usually be met by no substitute. It is probably not yet sufficiently well understood, that a library may now acquire certain types of materials, especially those of subsidiary importance, only if and when a scholar requires them. Even partial acquisitions under these conditions are defensible because they can be supplemented by further portions of a title or file at any subsequent time, assuming the title has been satisfactorily filmed. In such filming, we still have a long way to go.

This aspect of the problem can be extended by recalling some of the glowing properties of micro-reproduction that were described at an earlier period. It was pointed out that we could build up very distinguished and complete collections with a particular topic or subject through the use of microfilm that would be completely out of the question for the average library through normal means of acquisition. Such acquisition policies, it seems to me, tend to be the exception rather than the rule. Once one realizes the nature of the process the reasons for this failure to act upon what appears to be an attractive opportunity are quite obvious. Why should one build up an elaborate and extensive bibliographic apparatus through microfilm acquisitions until such time as a real demand occurs? For the material can now, in considerable measure, be acquired to meet an unusual need, rather than be acquired in anticipation of a need which may never arise.

It seems to me that most libraries should not spend large sums of money building up highly erudite, specialized collections through reproduction for which they have no real demand. Shouldn't we use our resources in building up better collections in areas where they are used and needed, and defer such activity in other areas until such time as a demand arises? If this is true, the resources of Harvard Library, or the Library of Congress will not be duplicated in every college and university library throughout the country, I think, on the whole, fortunately. Actually, our acquisition policies are tending to become increasingly specialized in terms of our immediate needs as institutions, rather than in terms of possible potential, future needs. This seems to me an entirely sensible and a realistic way for research libraries to approach their acquisition problems if it is not carried to unreasonable limits.

If we are to do this, I am sure that we need act more positively with reference to the use of microfilm than we have in the past. It tends to be resorted to, in most institutions, only as a last desperate resort. My feeling is that the technique is sufficiently well developed so that it should be resorted to routinely in the acquisition of materials not otherwise readily available. Our faculties should come to recognize the importance of this device as a time and money saver in both the initial acquisition policy and in the acquisition of materials needed at any one time by any one individual. This would mean perhaps that our libraries

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would be "less well rounded", but that seems to me a myth in any case. If we were to do both of these things and do them successfully, it would mean that our libraries might be much more useful than they are at present to our current constituencies, and that we would devote less of our resources to the possible future needs of our clientele.

I have dwelt fairly extensively on problems of acquisition, categorizing the uses of conventional microfilm only loosely. Perhaps, however, this has been done with sufficient accuracy to indicate what seem to be some of the future possibilities and to indicate a part of the future trend. I do not regard microfilm and micro-cards as serious competitors; nor I think does Mr. Rider. Microfilm tends to serve the need for a single copy, where micro-cards can not. Microfilm is useful for a few copies, where micro-cards probably are not, in their present form. Microfilm has some technical flexibility that micro-cards do not now possess. What should we say of the future?

Clearly the use of microfilms has been seriously handicapped, particularly in relation to their miscellaneous applications, by the cost and technical inadequacy of the reading equipment available for them. There is no question in my mind but what the scholarly world still needs a better low-cost reading machine, and I am reasonably confident that it will come. General developments beyond this are more difficult to describe. The use of higher reduction ratios and thus the use of more expensive cameras--if not readers--may grow but such reduction ratios will use less film. The use of higher reduction ratios with improved cameras and reading equipment will permit more extensive duplication of material at less cost per copy than is now the case. Reproduction of relatively inactive reference material, required by a fairly large number of libraries, will almost certainly increase. The use of long rolls of film will, I think, give way in part, to micro-copies on flat surfaces, though I am not convinced that they will all be on three by five cards, or 6 x 8 sheets as are micro-cards and micro-prints, nor that they will all be on opaque media. There are a variety of technological reasons that point toward the desirability of reproductions in multiple images on flat surfaces that are transparent, and I think that technically these may become possible in the very near future. In saying this, I do not wish to eliminate the attractiveness of certain other applications of the opaque medium, as represented in micro-print and micro-cards, I am simply saying that there are other demands which can perhaps be met more satisfactorily by a transparent medium which we may have also, either as a supplement to or in competition with existing micro-cards, micro-print and microfilm in long rolls.

Perhaps that is enough to say about the general form, the trend in reduction ratios, and the possibilities in reading equipment. It is clear that readers need to be cheaper, better, and easier to use. If it is necessary to change the form of the product in order to accomplish this end, I think the form of the product will change.

Finally, I would like to point to developments of a technological character that are perhaps further in the future, but more drastic in their possible effects. I am sure you have all heard of the devices which are now being explored to use micro-reproduction in relation to the sorting and bibliographical control of information. Such devices are of tremendous significance, for they involve high-speed, accurate selection from enormous masses of data, in a form much more acceptable to the consumer than leafing through our conventional indexes and bibliographies. The work thus far on such devices must still be regarded as experimental but, nonetheless, extremely promising.

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Also, a few words may be in order with reference to other technical developments. There are many types of materials in libraries which probably ought not to circulate, e. g., scientific journals. Once a bound volume of a scientific journal leaves the library, it carries with it not only the single article that the borrower is interested in, but several hundred other articles that many other borrowers may be interested in. The borrower cannot retain the volume; he must use it soon and then return it to the library. He must laboriously abstract or digest the content of the article in which he is interested. The problem is somewhat similar, as you know, in the fields of the humanities, the social sciences, and--I suppose--theology. It is doubtful that we will have at any time in the near future the resources to place all of our records in micro-reproduced form. The demand in a research library is not sufficiently high to permit such development. But I should like to have you think briefly, if you will, of the possibilities of very high speed, very low cost reproduction of textual material, housed partly in original form and partly in reproduction in libraries. The product of such reproduction would be used by the library clientele outside the library building, in cheap and very satisfactory reading devices which would be so satisfactory and so cheap that they would be as commonly available as portable typewriters. They would be as natural a piece of equipment for the average scholar as his glasses. If the speed and the cost of such reproduction could be brought down (and I am thinking here more particularly of scientific articles than longer-run materials) to the cost of circulating the original, the possibilities opened up, as you will see, are very great. Technological and copyright obstacles to such procedures are substantial, but are certainly not insuperable--at least the technological ones are not. I have watched, for example, a machine in Rochester which is capable of developing microfilm on a routine basis from dry, raw, exposed film to dry, finished, washed, and developed film in a matter of about 90 to 120 seconds. The possibilities of light--sensitive dye materials in this connection are also very attractive.

Perhaps all of you have at least seen, if you have not sat for your portraits in one of the coin photographic machines familiar to railway stations and other places where people congregate. The picture is taken, there is a whir, a buzz, and in a matter of a minute or so your finished portrait emerges from a slot.

What are the possibilities for improving the operations of scholarship if, instead of a portrait, several hundred pages of text which a borrower wants could emerge from that slot? You should discount these ideas appropriately. But developments in the field of micro-reproduction have not stopped. Their implications, in relation to scholarship and the use of library materials are still important and stimulating.

### MICROCARDS

By Marjorie C. Koenleyside, Librarian  
Roosevelt College, Chicago

Fellow-librarians: The theme of your conference today suggests a division of the subject into present and future. But in the field of microcards, the future is becoming the present so rapidly that there is not much point in separating the two.

For the sake of those who have not seen a microcard, let's start by describing one. A microcard is a standard-size catalog card--that is,  $7\frac{1}{2}$  x  $12\frac{1}{2}$  centimeters, or approximately 3 x 5 inches. At the top of the card you will find the bibliographical material which customarily makes up a catalog entry and below it appears the book itself, page by page, in microscopic print. Thus we have in one unit the book and its cataloging. The Dewey Decimal number is in the upper left-hand corner and the Library of Congress number is in the upper right. Subject, author, and title appear in different spots at the top in large print. The card can, therefore, be filed easily in any of these five ways.

Users of microcards have three choices of method, depending pretty largely on the size of the collection: 1) Individual scholars or very small libraries may prefer to file the cards by author and get along without any index to the collection beyond the cards themselves. 2) Slightly larger libraries with a limited or dependable clientele may prefer to use the microcard as one entry in their catalog--perhaps author or subject--and add other catalog cards for the remaining approaches by way of cross reference. 3) The majority, however, will prefer to keep the microcards in a separate file by classification number just as they do their most conventionally styled book collections and file an entire set of catalog cards in the dictionary catalog to refer to them.

It was the original proposal of the inventor, Mr. Fromont Ridor, that enough copies of the microcard be purchased to be used for all entries in the catalog. However, it soon became apparent that this plan would not be economical, because a microcard would obviously cost more than a card which did not include the book. He therefore suggested that libraries type their catalog cards, using the microcard as copy, or purchase Library of Congress cards whenever they are available just as if the book were in its original form. This latter plan is the one followed in our library.

Nearly half of the books published to date on microcards are short enough to appear on one card. With longer books, the "following cards" give only a brief title and omit all collation and bibliographic notes. They do give in full, nevertheless, for filing purposes, the D. C. and L. C. numbers and the author and subject. All cards carry contents indicia on the right end of the second line. Thus a single card item will read "Card 1-All" or a multiple card item will include such a note as "Card 2 (of 6) - p. 96-168."

At present the range of pages per card is from 30 to 150. The "Microcard Code" aims at reducing original copy of several sizes to as nearly as possible the same size on the screen, and therefore the size of type and the size of page of the original book influence the number of pages per card. Also, if more than one card is necessary, the pages are divided more or less equally over the required number of cards rather than being crowded to the limit on all but the last.

Now why should microcards be 3 x 5? Originally the decision to use this size was reached because they were to be used instead of catalog cards directly in the card catalog. This plan, as we have mentioned, would have necessitated the purchase of enough copies of each card for all entries and would have left the catalog incomplete while a card was in use. The use of typod or L. C. cards seems preferable in most libraries of any size, partly to save costs and partly to leave the catalog intact at all times. Nevertheless, the committee still set the 3 x 5 standard for a number of reasons: 1) Some one size had to be picked for the sake of uniformity. Requests have been sent in for 6x9, 4x6, 5x8, 7x10, 9x12 and even 2 $\frac{1}{2}$ x3. 2) Small libraries, special libraries, and individuals will still wish to file microcards in with other catalog or bibliography cards, especially if they maintain only an author or subject list in place of a full dictionary catalog. 3) Nearly half the items printed to date, as has already been pointed out, will go on one card. As cards are improved, the number of pages will increase. A larger card would therefore be wasteful of space. 4) Standard library filing equipment comes in this size. Larger files are needlessly bulky and expensive. Standard files are more flexible since they have many uses in a library. 5) The standard catalog size is used internationally and microcards have already attracted a great deal of interest abroad. 6) Larger cards would be more susceptible to damage in handling or mailing. A cracked photoprint would not be legible.

Microcards have four main advantages for libraries. They are a great saver of space. A whole bookcase full of books can be housed in half a catalog drawer. This saves the cost of shelves as well as the floorspace on which to erect them. They are a way of stretching the book budget. One twenty-cent card may represent a rare item which would cost \$100 or more in the original. They save cataloging costs since catalog copy and classification numbers are a part of the card. They are ready for use, and therefore save processing costs. And, finally, they do not need binding or rebinding.

A great deal of research work has gone into the creation of microcards. Over a quarter of a million dollars has been spent to bring them and the reading machines to their present state. Most of this work has been done by the Eastman Kodak Co. and by the Northern Engraving and Manufacturing Co. of LaCrosse, Wisconsin, who manufacture both the cards and the machines. (Mr. Richmond, of the Northern Engraving Co. is in the audience this morning to answer any technical questions which you may wish to ask at the close of the meeting. He will also demonstrate the machine which has been set up at the back of the room.)

The reading machines are now on market. I am proud to say that our library has the first microreader that any library in the world ever possessed. (If this isn't so, Mr. Richmond will not dare to correct me, because I had the promise of the first one.) Our senior class of January 1948 gave us the money for it as their parting gift with the understanding that it be purchased as soon as available, and it arrived last August. We have had visitors to see it from South Africa, Australia, England, Canada and all parts of the United States. So far, its use has been limited by the small number of cards in our possession, but now that more and more titles are being completed we expect to increase our holdings rapidly.

The machine on exhibit this morning costs \$195, which is not very much more than the cost of a typewriter, and is less than one-third the cost of a good microfilm reader. We consider ours an excellent investment which will pay for itself in the savings already cited in the use of microcards. Already past the first experimental stages of its production is a smaller machine designed mainly to meet the needs of the individual scholar who wishes to build up a collection

in his own home. It will weigh about ten pounds and will be about the size of a typewriter. When this machine is on the market, the demand will probably arise for the circulation of microcards for home use--another reason for keeping them small.

You will probably be interested in the purpose and function of the Microcard Committee and the Microcard Foundation. The Committee consists of sixteen members, seven of whom are representatives of various national library associations. These are the Association of Research Libraries, Bibliographical Society of America, Medical Library Association, American Association of Law Libraries, Society of American Archivists, Association of College and Reference Libraries, and Special Libraries Association. I am the representative of this latter group. Four others of the committee are members at large, one represents the Library of Congress, and four (including as our chairman Mr. Fromont Rider) are trustees of the Microcard Foundation. The first duty of the committee was to establish standards for the size, format, catalog entry, text reduction ratio, etc. for the microcards. The result was the Microcard Code, which has been published. Next came standards for the reading machines. And now that both of these problems are fairly well established, the main task of the committee is to advise on new developments and publication plans.

The Microcard Foundation is chartered by the State of Wisconsin as a non-profit educational institution. It is governed by a board of trustees, including four librarians. Its duties are to pioneer in the development of this new publishing field and to cooperate with other bodies who wish to enter it.

The cost of microcards varies with the character of the material, the varying sizes of editions, and the way in which the cards are ordered. The range at present is 10cents to 25cents per card. The unit cost is least when the order is by subscription for all items published in a given subject field. In this case there is no "order handling charge" and the subscriber is not obligated to take more in one year than \$50 worth of cards within any one subject subscription. If a library prefers to order by individual titles, he pays 20cents extra per title as an order handling charge regardless of the number of cards in the title. For a long series such as the Publications of the Early English Text Society, this single handling charge will cover several hundred cards. If, however, the order is for only one or two scattered cards in this series as analytics or replacements, a 20cent charge is added to each card to offset costs of search, bookkeeping, and breaking up of a set. Another cause of variation in cost of cards comes from the necessity for paying royalties on some of the books reproduced.

A list of the titles now available on microcards will be appended to this talk when it appears in your PROCEEDINGS. I want to add a word about one or two of the most recent developments.

Probably the most important from your point of view is the project of Springfield College in Massachusetts, because much of their subject matter goes hand in hand with the extracurricular activities of the average church. Springfield College has entered an extensive publishing program with subscriptions available in group work and community organization, guidance and personnel services, physical education, physiology of exercise, and recreation and camping.

Peter Smith, of the National Bibliophile Service in New York, has begun publication of hard-to-get items long out of print, mostly in the field of Americana. The future selections will be determined partly by demand.

The librarian and the mayor of Louisville, Kentucky, became interested in microcards at the Southeastern Library Association meeting held in their city last November. As a result, they purchased fifty microreaders to be loaned by the public library to other libraries in schools, colleges and towns of the vicinity and have launched a publication program including the microcarding of the Sabin Bibliography, the entire file of the Louisville Courier-Journal back to its beginning in 1859, and a number of other items mostly in the field of Kentuckiana or government documents.

The latest development is to me one of the most promising. Newsweek has announced a microcard edition, to appear each week simultaneously with the printed issue and a microfilm edition to appear on the completion of each printed volume. The cost of each is \$15 per year. Although we have a reader for each, we are selecting the Microcard edition because of the added timeliness and the savings in cataloging and storage. A number of other periodicals are considering the same step. I am especially anxious that those who publish on poor quality paper will fall in line. Binding costs on periodicals are bad enough when the results are relatively permanent, but they are exceedingly discouraging when the paper will probably disintegrate in a decade or so.

One other interesting field which lends itself to microcard reproduction is wealth of hitherto unpublished material to be found in doctoral theses. Plans have already been laid for releasing a considerable amount of this material to the public by microcard publication and already six theses have been completed under the auspices of the Catholic University, Washington, D. C.

I have painted a promising picture this morning, but its fulfillment is partly up to you. Librarians everywhere must make known their needs before they can be met. Future selections for publication will be based on demand. If you, as individuals, or better as an organization, can decide on specific titles for which there will be sufficient need, they are almost sure to be on the list for consideration. Make your wants known by getting in touch with Mr. Fremont Rider at Wesleyan University, Middletown, Connecticut, or with any other member of the Microcard Committee.

LIST OF TITLES AVAILABLE ON MICROCARDS

<u>PUBLISHER</u>	<u>PUBLICATION</u>
Microcard Foundation	The Library Journal Early English Text Society Publication Dublin London Theatre Dodsley's English Plays Hakluyt Society Publications Annals of Congress Zeitschrift Fur Physikalische Chemie
	<u>In Process</u>
	American State Papers Rolls Series Boilstein - first 33 volumes are completed; remaining volumes as well as supplement and two index volumes ready shortly.
Peter Smith	Adams, Henry - Documents relating to New England Federalism 1800-1815 Arnold, Matthew - Essays in Criticism 3rd Series

PUBLISHERS

(Poter Smith, cont.)

Louisville Free Public Library

Springfield College

Matthew Bender & Company  
In Process

American Genealogy Index

PUBLICATION

Astbury, Rev. Francis - Journals Aug. 1771-  
Dec. 1815  
Dunlap, William - Life of Charles Brockdon  
Brown  
Field, Thomas Warren - An Essay Toward an  
Indian Bibliography  
Gallatin, Albert - Writings ed. Henry Adams

Sabin Bibliography  
John Taylor  
Louisville Courier - Journal, Daily and  
Sunday from Feb. 15, 1859  
Roper - Report on Reactions - Louisville  
Citizens  
Converse, Paul Dulancy - Consumers, Illinois  
Eccles, Merriner Stoddard, 1890 -  
Inflation (Finance)  
Foulke, Roy Anderson - Corporations-US  
Garrison, Edward Emmet - Marketing  
(Home Economics)  
Warburg, James Paul, 1896 - Atlantic  
Defense Pact  
Committee for Economic Development-  
Taxation, U. S.

Instructors Manual of Physical Retraining  
Air Forces Manual no. 24  
Neisnith, James & Gulick, Luther -  
Basketball  
Kantor, Leon - The Etiology and prevention  
of Shin splints  
Asmussen, Erling & Boje, Ovo - Body  
temperature and capacity for work  
Development of Community recreation programs  
for people of the U. S.  
Extending Education through camping

New Hampshire Reports  
New York Law Journal

James Savers  
Abbot, A. 1847  
Wittermore, H. - Adams Family, 1893  
Allen, J. - Allen - Ellis, 1869  
Andrews, H. F. - Andrews Family, 1890  
Currier, J. Lc. - Annis of New Hampshire  
1909  
Beckwith, P. E. - Beckwith Family, 1891  
Bonnott, E. B. - Bennett Family-1910  
Benton, C. E. - Benton, Caleb, 1906  
Bergen, T. G. - Bergen, Hans, 1876  
Binney, C. J. F. - Binney Family- 1886  
Bliss, J. H. - Bliss Family, 1550-1880  
Field, D. D. - Brainerd, Gen., 1857



PUBLISHER

PUBLICATION

(American Genealogy Index, cont.)

- Hannay, W. V. - Hannay Family, 1896
- Hershey, S. F. - Hershey Family, 1913
- Breck, S. - Macfoun, A., 1891
- Breck, S. - Macfoun, J., 1893
- Mansur, J. H. - Mansur Rec. 1901
- Lapham, W. B. - Ricker Family, 1877
- Spofford, J. - Spofford Family, 1851
- Sprague, A. B. R. - Sprague of Ms.
- Stillwell, W. B. - Stillwell, Mich., 1883
- Stowe, W. - Stowe, S. - 1924
- Tift, M. E. - Tift Des., 1896
- Middleten, J. - Thorne, W., 1913
- Libbie, F. J. - Tinker, Jos. 1638
- Waters, H. F. - Townsend Notes, 1883
- Ward, A. H. - Ward Family, 1639
- White, J. O. - White-Clerk, 1915
- Whitmore, B. B. - Whitmore Family
- Willcomb, C. D. - Willcomb Notes, 1892
- American Ancestry
- Blake, Samuel - Will Blake Family
- Child, Elias - Childs Family (Childs, Child and Childs)
- Fowler - Durham Ct. History
- Dodd - East Haven Ct. Reg.
- East Haven Ct. Co. Ch. Mon.
- Farmer - Farmer Reg.
- Hatten - Hatten's Persons
- Locto - Will Locto
- Hough - Lewis Co. N. Y. History
- New Jersey Adjutant-General's Office
- Rev. War Records, etc.
- Frost Tilley Family
- Cooley - Trenton, N. J. Settlers
- Raun - Trenton, N. J. Hist.
- Chapman - The Trowbridge Family
- Orcutt - Wolcott Ct. History
- Benson - Wells - Sallow Gen.
- Blodgett - Blodgett Ancestry
- Honiss - Berlin Ct. Burials

Newsweek

Newsweek Magazine

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OPENING BUSINESS SESSION

( See APPENDIX A. )

MONDAY, JUNE 20, 2:00 P.M. (Presiding, Miss Dorothea Conrad)

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

Presented by Niels H. Sonne, Librarian  
General Theological Seminary

During the year since the last meeting of the American Theological Library Association, the Committee on a Master List of Research Studies in Religion devoted its activities to the collection of materials for a bibliography of all masters theses accepted by American seminaries and kindred institutions and on the shelves of the accepting institutions. In addition, the initial steps have been taken to prepare this material for publication.

On November 19, 1948, the committee sent out a letter requesting lists of theses from all member seminaries. This letter was sent later to a few non-member institutions. On April 13, 1949, a follow-up letter was sent to forty-six institutions which had not replied to the original letter.

The result of these letters has been that forty-nine libraries have reported and listed 4,638 theses on their shelves. Twenty-eight seminaries have reported that they did not have any theses of their own. In most cases, these schools have never granted the masters degree, but in some cases, the thesis is not required for the degree. We have had no reports, or no lists, from eighteen seminaries. Catalog accounts suggest that many of these schools have no theses. Others definitely do have a thesis requirement. One such institution has promised and should ultimately report several hundred theses. The committee will make a last appeal to all non-reporting institutions. We prefer to have each librarian tell us the facts about his or her school, rather than to draw conclusions, which can easily be incorrect, from inadequate sources.

In its original letter, the committee did not specify that the lists should be sent on cards because we had no realistic anticipation of the large number of titles we would receive. The result is that we will be obliged to transfer over a thousand titles to cards. Fortunately, in many cases this can be accomplished by cutting and pasting.

The committee has been engaged in the classification of the titles received. This process has not been carried to completion but a rough classification, following the ideal structure of Dewey but without notation, has been made.

The committee has been successful in publicizing its project in the section of the 1948 volume of BIBLIOGRAPHIC INDEX entitled 'Notes and announcements'. The chairman of the committee has a tear sheet of this item and it may be seen by anyone who asks.

The next step in the committee's project is to complete the collection of materials for the bibliography. We request that all those who have not replied to our letters, send us answers, with such lists, in card form, as will represent their theses holdings. From others, we invite supplementary lists, covering the graduating class of 1949.

Before all reports are finally in, your committee hopes to have the greater part of the classification of the bibliography completed and to have all authors alphabetized under each subject. In the work of classification, it will be necessary to make a check with many libraries for fuller information about the

subjects of theses with obscure titles. A post card with a form message and return card will be used for this purpose. We realize that classification from title is subject to many pitfalls, but we hope that we will be successfully close to the actual content of the theses in our interpretations. We will spare no pains to be so. One result of seeing so many thesis titles together has been to bring out the variations in pedagogical method which result in some titles of excessive precision and others of great vagueness.

When the list has been set up in page form, your committee plans to prepare an author index. This can be made by simply alphabetizing the classed cards after the correct page has been noted on each of them. We plan an outline of the classification for subject guidance. Close study of the cards indicates that an institutional index, once contemplated, would be impractical.

Your committee has made preliminary surveys of the problems of publication. A letter to the University of Chicago Press resulted in a negative reply. Talks with general printers in New York City indicate that the cost of printing is so high as to make this method of publication impossible.

Your committee has obtained a general estimate on photo-offset reproduction of the list from a New York stationer. This method of reproduction, with a great reduction from elite type size, would cost over \$650.00 for 250 copies of 150 pages, with an average of forty titles on each page. This price does not include the typing which would have to be done first, or the binding.

We also have an estimate on photo-offset reproduction from Edwards Brothers, Inc., of Ann Arbor. This suggests a price of \$642.00 for 300 copies of a 250 page book, with twenty titles to each page. Each additional hundred copies would cost \$58.00. This would include a sewn paper binding. The preliminary cost of preparing a usable typed manuscript would also have to be added to this estimate. Your committee feels that production of the Master List by the Edwards Brothers, Inc. is the best method of publication. Inasmuch as this will be one of the first publications of our Association, and its quality will contribute importantly to our reputation, we feel that a special effort should be made to secure a first class publication job.

The list might be reproduced for comparatively little, if we can secure the active co-operation of members of the Association. We are making the alternate suggestion of the following plan. First, the committee will complete the preparation of the basic manuscript cards. Sections of this manuscript will then be distributed to members of the Association who will volunteer for typing. The typing will be done on a multilith paper master according to a style carefully and fully laid out by your committee. The completed masters will then be mailed to the committee chairman who will run them in the multilith machine at his disposal. He will also collate the resulting pages.

We are appending herewith a suggested form for the bibliography. This page was done by the multilith process, as is this entire report, but is on a cheap grade of paper. A heavier, better quality opaque paper would be used to carry two pages on each sheet. This page carries twenty titles. If the master list reaches 5,500 entries, we will need three hundred masters, including preliminary pages and index. A breakdown of these three hundred pages among ten institutions would make possible the preparation of the paper masters at no excessive burden to anyone. Another alternative would be to employ a public stenographer to prepare the masters. At New York rates this would cost no less than \$200.00.

A preliminary estimate of the cost of getting out the bibliography by the co-operative method follows:

Paper masters (350)	\$ 35.00
Ink, cleaning fluids, etc.	10.00
Paper (60 pound, opaque stock, 70 reams)	150.00
Mailing charges	30.00
Incidentals	<u>25.00</u>
	\$250.00

This would result in an edition of 200 copies. Some provision would also have to be made for binding.

Decision on the methods of reproduction must ultimately rest on a calculation of the funds available. This should be the result of the number of copies we can sell by the price for each copy. Your committee has made no investigation of this matter. If the Association feels that the bibliography can be sold in sufficient numbers and at a high enough price to justify professional reproduction, your committee stands prepared to set up the manuscript. In any case, the final manuscript will have to be typed from our cards.

The Association should note carefully that all estimates given in this report are general estimates. We cannot be specific until we have all our cards in hand and have prepared a classified and indexed manuscript.

Your committee hopes that a decision on the problem of publication may be reached at an early date so that work on the bibliography may proceed with assurance.

Your committee wishes to express its regret that the project has not been carried further for this meeting. Compelling circumstances of a personal nature have prevented much action over considerable periods.

No work has been done on the project for a list of doctors theses in progress. Perhaps the appointment of a member to our committee for exclusive work on that project would be desirable. We do feel that this is a project in which the appeal for information will be made to administrators, not to librarians.

We wish to take this opportunity to thank all the librarians who have responded with industry and cordiality to the large demand which we have made on their time in compiling lists of theses and sending them to us. We have been amazed at the sheer volume of work our letters have called forth. Without this generous co-operation, we would not be able to tell you of such progress as we have made.

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The following list gives the number of theses reported by the seminaries which have theses on file.

Andover-Newton	257	Berkolcy (Conn.)	2
Asbury	7	Berkolcy (Cal.)	131
Austin	1	Biblical (N.Y.)	269

Butler	88	Luther (Minn.)	39
Calvin	9	Lutheran (Gettysburg)	44
Gandler (Emory)	78	Lutheran (Philadelphia)	166
Central Baptist	6	McCornick	200
Chicago Lutheran	52	Woodville	13
Chicago Theological	38	Northern Baptist	55
Church Divinity	29	Northwestern (Minn.)	1
Colgate-Rochester	15	Oberlin	173
Columbia	28	Pacific School of Rel.	184
Concordia	52	Perkins	110
Crozer	55	Phillips	314
Divinity School (Phil.)	55	Princeton	92
Drew	241	Rochester Theological	16
Duke	73	St. Margaret	9
Eastern Baptist	83	San Francisco	147
Garrott	300	Southwestern Baptist	4
General	28	Theological Seminary	171
Grace	7	(Dubuque)	
Howard	31	U. T. S. (Richmond)	137
Louisville	49	U. T. S. (N.Y.)	650 (Est.)
		Western Reserve	15
		Western (Pitt.)	54
		Westminster	3
		Wittenborg	27
		Yale	30
		GRAND TOTAL	4638

Institutions reporting, but having no theses on file:

Alfred	Fuller
Andover-Harvard	Hood
Augustana	Iliff
Bangor	Mission House
Bothary	Moravian
Bloomfield	Nazarene
Bonobrak	New Brunswick
Eden	Pacific Bible
Evangelical (Reading, Pa.)	P. E. Alexandria
Evangelical (Illinois)	

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St. Lawrence	Virginia Union
Temple	Wartburg
Southern Baptist	Western (Oregon)
	Western (Holland, Mich.)
Theological Sem. (Lancaster)	GRAND TOTAL 28 institutions.

Respectfully submitted,

Montgomery B. Barrett  
Henry A. Gleason  
Niels H. Sonno, Chairman

Appended to the original report is a sample page of bibliography made by the multilith method. For reason of space and with permission of the Committee Chairman, this page is omitted.--Editor,

Ensuing discussion summarized under Closing Business Session (Appendix A) where the matter was more fully discussed.--Editor,

#### REPORT ON RELIGIOUS PERIODICAL INDEXING, 1949

Presented by Miss Jannette Newhall, Librarian  
Andover-Harvard Theological Seminary

Your Committee this year has continued its efforts to interest a publisher in undertaking the production of a Religious Periodical Index. We prepared a selected list of 24 important periodicals not now indexed (see below) in any English language index and subscribed to by a large percentage of the libraries responding to our questionnaire of last year. We also drew up a list of 16 periodicals which are already indexed by Wilson but which we felt should be in any specialized index of religious periodicals.

We submitted these lists to Mr. Davis, Sr., of the Faxon Company and talked over with him the plan of having an annual volume similar to their Magazine Subject Index. He was much less favorably disposed than a year ago - largely because of labor problems and cost of materials. He would be willing to consider publication of such a volume if it could be presented to him as a completed manuscript, but he could furnish no editorial assistance.

We wrote again to H. W. Wilson and received from Mr. Charles J. Shaw the statement that "the establishment of a separate index to religious periodicals depends on the raising of a subsidy sufficient to maintain it for at least a few years. This is more difficult today than it used to be but perhaps one of the foundations could be interested."

The following next steps seem possible alternatives:

1. To appoint, and subsidize, an editor to take over the preparation of a manuscript on the basis of entries prepared by co-operating libraries and to submit it to Faxon for possible publication.

2. To attempt a mimeographed index of 10 to 15 English language periodicals not now indexed: a. Indexing articles only; or b. Indexing reviews only; or c. Indexing both articles and reviews.

3. To encourage interested libraries to index definite periodicals on cards and to furnish these cards to all the co-operating libraries on an exchange basis. Each library might be responsible for a single periodical. If this plan were adopted, should there be subject entries as well as author and title? The same alternatives mentioned in No. 2, a-c would also apply. Duplication of cards might be cared for at a few of the larger centers. On this plan, each library would have a growing cumulative index of periodical articles.

Elisabeth Hodges  
F. Dixon McCloy  
Jannette E. Newhall, Chairman

Periodicals not now indexed and suggested for inclusion.

Anglican Theological Review	Modern Churchman
Biblica	Religion in Life
Christianity and Crisis	Revue Biblique
Church Quarterly Review	Revue d'histoire ecclesiastique
Congregational Quarterly	Scottish Journal of Theology
Crozer Quarterly	Social Action
Interpretation	Syria
Jewish Quarterly Review	Theologische Zeitschrift
Journal of Bible and Religion	Theology
Journal of Pastoral Care	Theology Today
Journal of Religious Thought	Vigilinae Christianae
Journal of Theological Studies	Zeitschrift fur Religions - und Geistesgeschichte

At the conclusion of Miss Newhall's report, a discussion of the various possibilities took place. Miss Newhall was asked to bring in a specific recommendation for possible decision at the final session of this Conference.

SOME VALUES IN DENOMINATION BIBLIOGRAPHY

By Edward C. Starr, Librarian  
Crozer Theological Seminary

Latterly we hear much of enmity, and the merging of denominations so that we should perhaps enter into a discussion of Denominational Bibliography with some trepidation. However the fact that we have denominations, and are likely to have them for some time to come, can give us ground on which to stand. Denominational schools, and denominational foundations are stabilizing factors in the situation.

The student of today is confronted with an appalling flood of materials. They may be manuscript, printed, on film, or in some other non-book form. Even the marble grave slab, bearing chiseled words on its moss-grown sides may be a unique source of historical information. In older civilizations the student is well aware of the need for consulting such sources.

When we recall that for centuries the religious press has led all other fields in total output; that controversy is very often synonymous with sectarian-

ism; and that religious controversy has very often made use of the printing press, we have some index of the magnitude of the pamphlet flood alone. A careful checking of the Brinley sale catalogues, the Catalogue of the Thomson tracts, discloses a very large percentage of religious and religion related titles.

The student in every field of research needs adequate bibliographic tools to point out the main roads, to map the winding trails, in the field of knowledge in which he would work. In the field of religion, as a broad topic, there is a dearth of up-to-date bibliographies, even greater needs.

The literature of even one denomination is in itself a vast challenge. I have organized my remarks around these points: Purpose of Denominational Bibliographies, Denominational Bibliographies available, New bibliographies in process, Techniques of Assemblage, Practical considerations, Some fruits and by-products, General values deriving from the making, and use of Denominational bibliographies.

Why do we want denominational bibliographies? I do not think that I need to defend denominations and denominationalism here. Every group that brings a distinctive witness accumulates a distinctive literature, although some of it may unhappily be undistinguished. Nevertheless viewed in the proper perspective all of it is important, and may lend itself for evidence for many and various scholarly purposes. One reason the writer of secular history fails to credit religious forces with their proper weight can be directly laid, many times, at the very door of the denominational bibliographer. He has failed to call attention to the existence of important sources.

From a point of widest importance, the denominational bibliography is of value for the information it provides the general student and investigator.

The user, who wishes to know what the denominational impact of a religious sect has been will find such a denominational bibliography of the greatest usefulness. Here will be reflected stands on moral issues, and expressions of opinion on a great range of topics.

Scarcely second in importance, is the denominational use to which a denominational bibliography may be put. Here the bibliography serves the student making investigations on particular topics, as well as reveals to him the limits and bounds of the mental horizons of his religious forebears and contemporaries. He will not be proud of some stands of theirs, other views once hotly contested will today arouse only passing interest. Best of all will be the situation where he can glory in the brave men and women who carried the battle for freedom and soul-liberty into the very heart of the enemy's camp.

The main purpose of bibliography is to provide an abstract of information otherwise unwieldy or unavailable. It will also create new relationships, so that while we may have known of David Bernard's attack on masonry, we may not have known of those of John Glazier Stearns, nor may we have realized that Joshua Bradley's Some of the Beauties of Freemasonry is quite exceptional, being one of the few denominational supporters of masonry in a period of its greatest trial.

Another aim of bibliography is as an aid to the collection of materials for scholarly investigation, and polemic effort, as Richard de Bury says... "for behold how good and how pleasant it is to gather together the arms of the clerical warfare, that we may have the means to crush the attacks of heretics, if they arise."



The purpose then of Denominational Bibliography is to enumerate what the men and women, in the denomination, as well as the organizations per se have produced, and also what the opponents of that particular denomination have written against them or their position. Works on Baptism and infant-baptism will liberally be sprinkled in a Baptist bibliography just as writings on peace will be prominent in a Friend's bibliography.

A young denomination has no time to think about history or bibliography. It is too busy creating to ponder. The enumeration comes after the noise and strife of the controversy is over. Much of the end result of denominational controversy is dead stuff for the librarian, - some clear it out - but it is the material from which the historian quarries and builds. No adequate study of the anti-Catholic movement in the 1840's can be studied apart from the school issue, and as an essential part of that, the Baptist stand. Thus does the study of the particular illuminate the general, and so produce observations of wider validity. Many of the older bibliographies still serve.

The Friends have had Joseph Smith's A descriptive catalogue of Friends books since 1867 and his Bibliotheca anti-Quakeriana since 1873, both of which need revision and extension. Individual scholars have done a great deal of work in the field, Dr. Henry Cadbury of Harvard among them. I do not know of any definite bibliographic plan tending toward publication among Friends at the present time.

The single best Denominational Bibliography among the Congregationalists has long been Henry Martin Dexter's, The Congregationalism of the last three hundred years, as seen in its literature...With a bibliographical appendix....N. Y., 1880. It is this appendix covering three hundred eight pages, and listing 7250 items, that constitutes the bibliography. It is in a chronological arrangement. Some time ago the librarian of the Congregational Library in Boston, wrote me that he was planning to bring Dexter down to date.

The only bibliographies for the Church of Latter Day Saints (Mormons), with which I am acquainted, are two lists of anti works, both of which are really only pamphlets. The Disciples of Christ are at work on a denominational bibliography, and a few years ago issued a preliminary checking edition.

I do not know of a comprehensive Presbyterian, or Dutch Reformed Bibliography.

Without making a special investigation into the field, I judge that Catholic bibliography is well served. I recently noticed Jane Maddroll's Bibliography of Catholic books published during 1948. 34p., and E. P. Willing's Index to Catholic pamphlets in the English language, 72p. This is the fourth volume of the series.

The bibliography (p. 83-138) in George C. Baker's An introduction to the study of early New England Methodism, 1789-1839 (Durham, 1941), is informative. You may be acquainted with H. C. Deane's Catalogue of works in refutation of Methodism...N. Y. 1848.

Let me say a word about techniques of assemblage. The compilation of a denomination bibliography is a task not lightly assumed, nor once assumed easily carried on to a state of reasonable development. Such bibliographies never reach a state of completion, but do reach a state of maturity, where the compiler is so well aware of the literature of the field, that he is surprised to see a wholly unknown item turn up.

It may be helpful to review the stages the compiler may go through. The best beginning is a substantial library of the denomination whose bibliography we would compile. A library may represent generations of accumulation, scholarly evaluation and appraisal. If it is a Presbyterian theological seminary we may reasonably expect to find its holdings far richer in Presbyterian material than we would in Congregational source materials. There is an enormous advantage in basing your beginning efforts on a specialized collection of denomination materials. You are working with known quantities. Every catalogue card may be a bibliographic entry - every title page will give additional writings, and the advertising pages so frequently bound in at the end, as publishers catalogues, will be mines of information. Proposals to print will provide the bibliographer with many an entry, to be bracketed with the query "Was it published?"

Never be tempted to omit information from your master file as possibly of no interest. The complete title, and imprint, as well as paging, size, etc, are of interest and importance. Where it is possible to secure Library of Congress cards for your file, do so. The added expense is well worth while.

You will build, to some extent, on what others have done before you. Older bibliographies of your particular denomination will be mined, as perhaps the most obvious place to begin. The general catalogues of the denominational schools and seminaries will provide a wealth of bibliographic and biographical data.

Trade and national Bibliographies will prove valuable sources of information. For a denominational bibliography the American sources of Roorbach, Kelly, the American Catalogue, the United States Catalog, and its supplements will need to be consulted. Sabin, Evans, and the Historical Records Survey Imprint inventory series, and kindred works will hold much information for your researches. The published catalogues of many of the great American libraries will add much information, although many items described in these older catalogues may not be present in those libraries today. For example, I have before me as I write the catalogs of the

Peabody Insitituto Library  
Boston Public Library  
New York State Library

In the case of the New York State library, we can recall with a great sense of loss that many of the fine items described were destroyed by fire. You may find in one of these catalogues a description of a long sought item. The Library of Congress printed catalogue will bring to your fingertips much carefully described and useful bibliographic and biographical data. You will quickly discover though that in many cases you will be able to supply the Library of Congress with full middle names and dates of many obscure men. This is one fruit of diligent and patient research.

If perchance the particular denomination you are working on originated and has persisted only within the confines of the United States, your problem is considerably simplified. If your topic is Quaker, Methodist, Presbyterian, Episcopalian, or any other of a dozen other easily named denominations, English bibliographical sources will be called into service. The standard works will do yeoman service. You will see Watts', Bibliotheca Brittanica, Follard and Redgrave, Wing, The Dictionary of National Biography, Book prices current, The British Museum Catalogue, local and county histories, catalogues of provincial libraries, etc, etc. French, Italian, German, and Scandinavian sources must be consulted as occasion demands. Every denomination that has engaged in world-wide missionary activity has sponsored vast schools of denominational literature in foreign languages. The

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literature by and about Baptists in Burmese, Sgau Karen, and in the some fifty languages of India, alone, is formidable. In a situation where one denomination may have been largely responsible for missionary work in an area, the not result often is a national literature with a very strong denominational flavor. If you will check Frederick Starr's A bibliography of Congo languages, Chicago, 1908., you will be as surprised as I was to find more than 229 out of 678 (about 33 o/o) items are Baptist related.

If time and money allow it will amply repay your efforts to check your whole file through the Union Catalog of the Library of Congress. This file now comprises more than fifteen million (15,000,000) cards. In the case of the Baptist Bibliography, we checked our file against the Union Catalog and secured information of first rate importance as to new titles, Library of Congress card numbers to order printed cards, as well as location symbols of libraries possessing copies of particular items in which we were interested. Mrs. Starr and I with the help of professionally trained assistants, and typists carried through this checking procedure in the spring of 1940. It was a large undertaking, but one of lasting value. Incidentally in passing, I advise you to read carefully and clip from the proofsheets of the Library of Congress. I have done this consistently for many years.

A few practical considerations may be of interest. Use the standard library card, continue it if need be, and use both sides if you are economy minded. There are distinct advantages, however, in using only one surface, for direct information. The over-side may be used for remarks, queries, and pertinent information not deemed essential on the face of the card. Typed or printed entries will provide greater readability, with less chance of error. I hunted an elusive title some years before it proved itself a ghost title, probably due to a printer's mis-reading. I noticed it first in W. E. McIntyre's A Manual of Baptist Authors, as David Bernard's Light on Morning. This had obviously been copied from a volume entitled The Missionary Jubilee, whose appendix pp393 to 486 provided one of the earliest Baptist Bibliographies. The title should be Light on Masonry, and as such attracts attention as a violent attack on Free Masonry. It first saw light in the Utica, N.Y. edition of 1829.

One of the difficult problems which is a more or less constant one, is what to exclude, as well as what to include. Certainly we wish to consider and enumerate those items which helped form opinion within denominational ranks, even though we do not include much important material that lies outside denominational bounds. You and I realize, of course, that the best books on a topic may lie wholly outside our denominational interest. We very infrequently ask the denominational affiliation of a Biblical commentator. Few of us are so uncritical, that we would prefer a poor book by one of our own denomination, to an outstanding volume, even possibly by a non-Christian.

Yet we must have canons of selection, and reasons for inclusion and exclusion, and be able to defend those decisions when made.

Perhaps we aim widely if we term as denominational all the writings of those who belong to a particular denomination. I know of Baptists who have written voluminously on meteorology, and on electricity. These writings are of interest, but in my own experience I have omitted such materials from the published work. In a similar category are texts on arithmetic and grammar. But then the use to which these may have been put will call for their inclusion. Adoniram Judson's, The young lady's arithmetic: a complete mercantile system for the use of young persons, more especially the fair sex. Boston, 1808, is of immense interest. He

was a teacher before he was a missionary. After he became a missionary he had to become a teacher again. His astronomies and arithmetics, in Burmeso, show this.

The treatise on language and public speaking which marked the early efforts of B. F. Taylor, Attractions of language, makes an appeal for inclusion. This man was not only a strong denominational figure, and literary figure, but his text was used by the theological students in the Hamilton Literary and Theological Institution, now Colgate University; and the Colgate-Rochester Divinity School.

Denominational missionaries have frequently written grammars, and compiled dictionaries of native languages, and these merit inclusion.

Every denomination has its Sunday School books and over the course of the past hundred years a large quantity has been produced. Frequently the denominational publishing house, or a Committee of Publication is the author. These small didactic works carry imbedded in them nuggets of social attitudes, - attitudes on temperance, on the use of tobacco, on obedience, on all the attitudes our grand-parents and great-grandparents tried to inculcate. Occasionally a writer outside the denomination wrote so aptly and so well that his tract was reprinted by the Baptist press. This was infrequent enough to be worth mentioning. One such tract I recall is by Lyman Beecher, "On Temperance". Because this leaflet carries the denominational imprint, and was undoubtedly widely read among the constituency, inclusion is indicated.

In your world of sectarian bibliography, most of your figures will march down the denominationally marked road with no turning aside. But some figures will vex and perplex you. Was John Milton a Baptist? Many will seek to have him so. I find no evidence for it. A compromise which calls him Baptist-minded is meaningless. His wife was a Baptist, at any rate. We consider John Bunyan a Baptist, but must temper the ascription with the phrase "irregular Baptist"-his congregation was made up of Baptists and others. A few misinformed enthusiasts try to demonstrate that George Washington was immersed by the Rev. John Gano. Again a case of no evidence. Nor was Abraham Lincoln a Baptist, although his mother was. John Howard, the humanitarian was not a member of a Baptist church, although he attended a Baptist church in London.

What shall we do about inclusion of those people who came to us from other denominations, and about those who left us for other denominations? To list their works merely while they have been with us will give no real index of their thinking and development. Dozens of examples spring to mind. Methodists who became Baptists, Friends, Church of England, Congregationalists, etc., and certain veritable shooting stars like Roger Williams, who we admit was a Baptist for only about six months - yet we cling very tenaciously to him as a Baptist witness. It is rather amusing to note in passing that so Baptist is the tradition of Williams that the German Baptist Publication Society, in Cleveland, a few years ago took the name, "The Roger Williams Press," and that Northern Baptists in their Green Lake project, have a "Roger Williams Inn."

Information notes will liberally bestud your master file. Such information will help you yourself understand some inclusion, or omission. Some material you will have to hew away, in order to maintain unity and emphasis.

As a matter of practice, I had a rubber stamp made with the words "Non-Baptist" on it. This in bibliography and catalog serves a very useful purpose. I would stamp Lyman Beecher's name with it, on the entry for his tract on temperance. Others will come after you who will need all the road signs and markings

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that you will have time to make. Indeed as the project grows, and matures, you will find them a constant help.

Bibliographical pursuits lead the investigator into new fields of knowledge, and constantly enrich his background. A bibliography is an end in itself, but more than that it is a key which can unlock doors still closed. A carefully constructed denominational bibliography can tell us where we came from; how we lived, thought, and felt. It can indicate what we hope for, and perhaps even what we may achieve.

Lastly any bibliography must vindicate itself by the uses which it serves. A special tool for a special task, but better for its particular purpose because designed for that task. In all our pursuits we seek, in the words of John Cotton Dana, "to hold the eel of wisdom by the tail"....May these bibliographical endeavors help to that purpose.

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REPORT OF THE COMMITTEE ON PERIODICAL EXCHANGE

Presented by Miss Evah Cstrander, Librarian  
Chicago Theological Seminary

The American Theological Library Association appointed a committee on Periodical Exchange at its meeting in Louisville, June, 1947. This committee was to set up a plan whereby each member of the Association could benefit mutually by exchanging its unwanted periodicals with those not needed by other libraries, in order to fill in gaps in files of periodicals the issues of which are no longer easily available through regular channels.

Various methods of exchange were studied by the three librarians who were appointed for this committee. At the A.T.L.A. meeting in Dayton in June, 1948, the committee on Periodical Exchange was given the authority by you to put into operation, for a trial period, the plan proposed by Mr. J. Stillson Judah. A fourth member was added to the committee to assist in the division of labor, and so the wheels were set into motion.

We rest in the thought that once the wheels began to turn, they never ceased to turn, though they ground to near-stops at times, the near-stops occasioned by delays in correspondence from Pennsylvania, via Illinois and Michigan to sunny California and back again.

Slowly but surely the plan evolved. Our first step in the proposed operation was to request of you a listing on cards of the periodical titles for which you would have wants and duplicates. Our purpose in this phase of the plan was to have you propose the list of periodical titles which was later to be used as the basis for exchange. A much simpler and easier method might have been for the committee to propose the list; but we felt inadequate in this respect; and, no doubt, this method could have been dubbed undemocratic.

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So we sat back to wait for your replies. Another near-stop for the wheels; but the cards, pink, white, blue and yellow, kept arriving from the East and from the West as librarians had time to answer our request for listings of wants and duplicates. Only about half of our membership ever did find time to reply; but from this response we gleaned 1076 titles and their variant titles for the master list. In making computations we found three definite problems, namely, that only 440 of these titles had both wants and duplicates, that some denominational material had crept into the listing, and that many periodicals were listed by variant titles, for instance, the Pulpit, and the Christian Century Pulpit.

To solve our problems the first step was to check our master list against the Union List of Serials to eliminate duplicate entries and to add cross-references.

The next step was to delete denominational material. At this point our knowledge of periodicals proved inadequate. Some of the titles beginning with Christian could be the Christian Church as a denominational group or they could refer to Christianity as a whole. Since we had originally requested that no denominational material be included, we eliminated the titles which we felt to be of such nature. Some have been included in the final list, they have been included for various reasons, however, not in discrimination.

The final decision to make with regard to the master list was one of selection. Three hundred and eight titles and their variants were submitted for the master list by two or more schools either as wants or duplicates. This list the committee referred to as an "active" list. One hundred and thirty-two titles involved one want and one duplicate. This we termed our "semi-active" list. Six hundred and thirty-six titles represented wants with no duplicates and duplicates with no wants. This list we classed as a "dead" list, which, however, might suddenly become active in spots as librarians found time to list further wants and duplicates.

Mr. Judah volunteered to be the "cemetery" for the "dead" list. Any questions, wants, or duplicates pertaining to these titles should be referred to the Pacific School of Religion. For the "semi-active" list the Chicago Theological Seminary will be the clearing house. The titles from the "active" list have been assigned to various libraries. All titles have been alphabetized into one master file with notations of the key symbol of the library serving as clearing house.

The Committee on Periodical Exchange feels that its work is completed. The successful operation of the Plan is now in the hands of the membership of the American Theological Library Association, and we hope we may all mutually profit by the time and work done by your committee.

Respectfully submitted,

Winifred Eisenberg (resigned)  
J. Stillson Judah  
Margaret Van Raden  
Evah Ostrandor, Chairman

VOTED to continue Committee on Periodical Exchange in view of need for coordination of cooperative efforts,

THE SEMINARY CURRICULUM, THE LIBRARY, AND THE LIBRARIAN

By Theodore Trost, Librarian  
Colgate-Rochester Theological Seminary

Any discussion of theological curricula must come to grips with three main issues: 1) the problem of providing a student-centered (or profession-centered curriculum instead of one that is subject-centered); 2) the problem of providing a teaching philosophy and technique that will achieve for the student the maximum integration of all knowledge; and 3) the problem of providing opportunity for the student to gain confidence in his competence to do the work of a minister.

Both education and the churches have a pronounced influence upon theological education, but more often than not, these are in competition with each other. The churches exert pressure on many seminaries by inquiring into the theological beliefs of seminary students before ordaining candidates for the ministry. A theological school whose theology is under suspicion by the churches will be shunned by prospective students coming from these churches. Likewise, such a seminary would be handicapped in placing its graduates with the result that other prospective students would be attracted elsewhere. Under such pressures the pattern of theological education has come about as an almost unconscious adjustment.

The two far-reaching efforts to discover and influence the total pattern are the American Association of Theological Schools and the study of theological education made in the early thirties under the auspices of the Institute for Social and Religious Research and entitled The Education of American Ministers. In spite of the significant findings of commissions and committees, the churches continue their long-established practices with little change, and this rigidity finds reflection in theological education. This resistance is caused by the necessity of creating a supply to meet the demand. Another factor which must not be overlooked is the personal needs of the professors. The fault, however, is not theirs. They happen to be in a system that places greater emphasis upon individual achievement of the professor than upon co-operative effort of the faculty in the production of an effective curriculum. It is expected that each man will make a name for himself in his chosen field of study. On the other hand, many men become absorbed in outside interests which may or may not be related to the work of the school but which absorb their time and strength. Many an instructor has begun his teaching career with enthusiasm and with firm resolution to bring about a change in theological education only to find his idealism shattered. In desperation, he himself resorts to specialization since it is the only way in which he can win academically essential recognition. Once the patterns of personal endeavor are established, they can be changed with only the greatest difficulty.

Contemporary theological education still conforms closely to the classical liberal arts college pattern. Its central core consists of language, literature, history, and philosophy (theology). Recognition of the place of sociology and psychology in the student's preparation is slight. One is struck by the relatively few courses relating to specific ministerial activities except for some work offered in the art of preaching and teaching and in administration. Such a pattern hardly qualifies as professional education. There are many who would disparage any attempt to make theological education a professional education. It is claimed by some that the ministry is a calling, not a profession. To professionalize it is to destroy it. Others claim that any intelligent man, equipped

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with the original languages of the Bible, church history, and theology, can readily pick up the skills required by a minister. They further hold that the curriculum must consist of historic subject matter and that the net result of teaching must be adequately informed men who know the Scriptures and the tenets of their faith. Yet, if the church is to fulfill its function in today's world, the men who graduate from our seminaries will have to be equipped with the knowledge and skills which will enable them to function effectively in the area of human relationships and adjustment. The ministry of the church does not begin today in the ivory tower, but on the street, in the shop, at the conference table, in sorrow, in trouble, frustration, temptation and dilemma. Those who are undertaking this tremendous responsibility today in the name of the church, must be highly trained to meet these needs with insight and effectiveness and realism.

Before considering the seminary curriculum, let us look at the problem of a pre-professional course upon which greater attention needs to be focused.

If the church is genuinely concerned with re-thinking its function in terms of contemporary needs, if the church is attempting to apply the vital function of religion to social process, if she is attempting to recapture the elements of service and sympathy which characterized the vitality of the early Christian church, it would seem that the educational philosophy of the theological seminaries will have to be expanded considerably beyond the present pre-requisites and requirements. The suggestions which follow are admittedly idealistic and would probably be curtailed by the limitations of possible practical application and administration.

The academic training of ministers must be re-thought in terms of prescribing a broader and more comprehensive pre-seminary and seminary curriculum which will acquaint the student not only with his traditional philosophical needs, but with the scientific, analytical, and objective methods of physical, biological, and social sciences; which will endow him with a fundamental understanding of the emotional and behavior reactions of human beings; which will train him in the practical application of his knowledge to the situations which he will find in his ministry; and which will equip him with the ability to borrow intelligently from other professional fields the techniques and methods which are applicable to situations in his own profession. Certainly seminary faculties could achieve more finished professional products among their graduates if the entering students came to them well grounded in the principles of biology, applied and experimental psychology, sociology, economics, political science, mental hygiene, and even social case work methods. Unfortunately, we are reminded by theological seminary administrators that seminary pre-requisites cannot be demanded of candidates for admission since many do not receive a "call" until late in their college program. One wonders, what would be the effect if law, medical, and engineering schools operated on such a plan. Those studying for the priesthood in the Roman Catholic Church wisely follow a definite pre-seminary program of studies which is geared to the seminary curriculum.

The seminary can no longer afford to concentrate solely on academic scholarship and let the student develop his own professional skills once he is out on his own. There needs to be a new and expanded conception of scholarship which will include a systematic study of facts about church organization, personal counseling, community survey, and social action. Practical competence likewise must provide for thorough grasp of historical and theological foundations of Christian action.



A "learning curriculum" demands that theological studies be integrated. Unlike the practical relevance of these studies, integration is an intramural problem. Without a co-ordination of the theological curriculum there can be no integration. Individual faculty members tend to become "trapped up in little worlds of their own which they believe to be of macrocosmic significance. Some professional schools, such as law and medicine have experimented with the plan of having certain members of their faculty teach courses for a semester that "belong" to a colleague in order to achieve a sense of relatedness in subject matter. It is conceivable that a theology professor could teach church history for a semester and the New Testament professor could exchange with the professor of Old Testament. To my knowledge no seminary engages in such unorthodox practice but if they did the student would survive the course and the "exchange" professor would pass it by virtue of what the experience would have done for him in the matter of his recognition of the inter-relatedness of the courses. The students, likewise, would become aware of the possibilities for an integrated curriculum. During this period of experimentation, the necessary time spent in preparation for teaching in a new field could seriously impair the participant's standing as a research scholar. His output of scholarly publications might suffer temporarily but it is to be hoped that his conception of what the seminary is trying to accomplish or should accomplish in the classroom would take on new and more dynamic meaning.

Survey and orientation courses offered early in the seminarian's course of study, and comprehensive examinations given at the end of the second or third year are in vogue in some institutions. However, the bird's eye view given at the beginning of the first year soon disintegrates into departmentalized "Woltanschauungen". The comprehensive examination places too great a burden on the student who is left to his own devices in trying to integrate a fragmentary knowledge of a fragmentary curriculum. The late Dorn Shailer Mathews of the Divinity School of the University of Chicago once said, "No matter what changes you make in the course of studies, as long as you have the same old faculty you will have the same old curriculum." He was, of course, thinking of curriculum in the restricted sense. Some of the younger faculty members might be willing to recognize that "out-of-seminary experiencing is curriculum which conditions in-seminary experiencing." (Adapted from F.B.S.)

The primary task that needs to be done in many seminaries is a pedagogical conversion of the theological faculty. The hope of relegating vested interests and sacred teaching traditions to the background is probably too utopian for accomplishment. Those, however, who "see the light" will ask themselves such questions as: What is the relation of my subjects to those taught by my colleagues? What are the assumptions which I must borrow from other theological disciplines before I can plan my own work? Not for one moment would we deny the need for specialization in the various theological areas, but specialization works havoc with the theological student unless it is made clear by those who teach him that each of these fields of knowledge is inter-related. If the student fails to understand and see the wholeness of the Christian religion during his years of academic training he may fail to see it as such during the years of his ministry. Thus the primary responsibility for the integration of the theological curriculum rests with those who instruct. It follows that the interdependence of curriculum integration and its relevance to the profession in all its aspects must have greater recognition.



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Fortunately, an increasing group of instructors are convinced that the seminary will have failed to discharge its duties unless graduates are equipped with both the basic knowledge which is essential to ministerial practice and the knowledge required for its interpretation. The ministry is conceived by them in functional terms and the curriculum is regarded as a continuous learning experience through which insights and skills are joined with knowledge in such a way as to form a harmonious whole.

In the field of religious education some progress is being made toward equipping ministers with the results of educational research but the impact upon students is not as yet significant. Knowledge of a particular field of practice is not greatly emphasized in curricula. Generally speaking, seminaries give general preparation for a general vocation. I am aware that there are a few exceptions to this program. (Yale et. al.) As a result the person planning to work in specialized areas or forms of ministry ordinarily receives little preparation to fit him for the task. The needs and problems of particular churches and communities are conveniently by-passed.

In order to acquaint the student with actual situations, some seminaries have inaugurated a four year course which includes a year of "clinical experience." Coming as it does, usually after the second year of seminary training, it affords the student an opportunity to "try his wings" for a year and then return to the seminary and pick up the loose ends in his course or concentrate in some area in which he plans to carry on a particular service. The execution of this plan has several difficulties which must be overcome in order to be successful. The first problem is to provide satisfactory means of supervising and appraising the education in internship from the seminary. Another difficulty arising from such a plan is to work out the necessary financial arrangements with the church and minister to which the intern has been assigned.

A plan which is in more general use by seminaries is that of "field work." It is carried on concurrently with the classroom program. Men in the active ministry have repeatedly declared that one of the major problems facing theological education is how best to train the student for the pastoral duties he is to assume after graduation. To meet this need, some denominations assign graduates to serve as "vicars" under the direction of an older minister. Other denominations find this to be impracticable although the larger churches often employ assistant ministers. But this does not bring the seminary nearer to a solution of the problem. Yet this is perhaps the weakest point in theological education from a functional standpoint - the failure to provide for the acquisition of professional skills. No one assumes that a man will be expert upon graduation, but he must have at least the beginning of competence and, if not, some means must be found to see that he obtains it. At present, seminaries engaging in programs of "field work" are constantly relating such programs to other aspects of the curriculum. Such a plan of "learning by doing" under expert guidance of a faculty member permits the student to learn how to deal realistically with "persistent" life situations, utilize his knowledge, and enlarge his grasp of fundamentals in the process. Obviously, these programs vary in quality. Sometimes the faculty member charged with the responsibility is loaded with other duties which do not allow the time and energy necessary for adequate supervision. Furthermore, the faculty member assigned to such supervision may not be fitted for the task by either training or temperament. A full-time director of field work with faculty status might help solve the problem but even then the field experience must be planned as experimental application of classroom ideas. Likewise, the classroom procedure will need to grow out of the practical problems actually faced on the field.

This necessitates a re-organization of the entire curriculum. Such a move will be resisted by theological vested interests concerned only with the accepted disciplines. Until this resistance is overcome, it would seem that no correlation between practice and classroom work, no union of theory and practice, is possible.

In the discussion thus far, we have been concerned with the need for re-thinking the pre-professional program of studies, the need for a re-evaluation and enrichment of seminary curricula, and the need for a greater correlation of classroom instruction and "field work." Another factor which contributes to the sterility of theological education in general and the seminary curriculum in particular is the kind of teaching to be found in the classroom. One of the serious handicaps in higher education is the widespread practice of employing professors who are endowed with great learning in subject matter but are only slightly acquainted with educational principles and techniques. A survey of curriculum offerings and an examination of the teaching practice employed seems to indicate that seminary subjects are taught in much the same way from school to school. This strikes one forcibly since most of the faculty members have had pastoral experience which would seem to have given them a greater sensitivity to professional requirements. If such subjects as psychology and sociology are prerequisites for admission to the seminary, is the knowledge of what men are, how they grow and learn, and how they live together, either tested or used in the seminary curriculum so as to assure the student of the relevance of preaching, teaching, and the pastoral ministry to the needs of particular individuals and communities? According to seminary catalog offerings about 10 per cent of the courses are in these fields. The average student, however, takes considerably less since most of these courses are largely elective. From a professional viewpoint this seems inadequate provision of an essential aspect of the minister's preparation. A minister must know people as well as he does the Bible, theology, and church history.

Teaching technique is, in the main, conspicuous by its absence from the classroom. The lecture method, the student's notebook, the list of reserves, the book reports, and, in some places, the recitation method, are sacrosanct. Since the professor is supposed to lecture for an hour, little discussion takes place. There is little or no interchange of ideas between student and lecturer and between student and student although this may be due, in part, to the size of classes in some seminaries. Even seminars don't capitalize as they might on the possibilities to be derived from the discussion technique. Panel discussions are seldom held within the sacred precincts of seminary buildings. Only the dormitory "bull session" saves the student from complete atrophy. By an intelligent use of the medium of discussion, the present abilities of the students or their needs as future ministers could often be ascertained.

It is my conviction that seminaries should provide honor studios for those students who have shown intellectual ability and demonstrated initiative and willingness to accept responsibility. The purpose of such honor work would be to stimulate and develop self-direction in the students who are qualified to acquire it. In those theological schools having a two year prescribed program, it would seem that the third year would be the logical time for them to engage in such a program of individualized education.

In conclusion, may we emphasize that a seminary is a place in which the students are to learn, and it will be successful in proportion to its setting up of learning situations. Perhaps the most important thing for any seminarian to learn is how to keep on learning. If we remember that there is no set of rules or of

skills with which to meet the complex and changing situations of life, it will be clear that the thing of most importance to learn will be how to approach new problems and to find out how they may be solved. Such an approach releases whatever creative ability a man has and transforms what is so often humdrum and routine into a great adventure through which one not only serves but grows. Departmental interest must become subordinate to the total educational process if the "Learning Curriculum" is to have birth in the seminaries. Such a curriculum will better help students to gain a working knowledge of human nature, its needs, and possibilities, and the essential methods by which it is changed. It will also be more sensitive to the constantly changing needs of the churches in modern society as well as to the practical aim of all seminary training, namely the redemption of mankind.

#### THE LIBRARY

What, now are the implications for the seminary library? Such a library, as we are all aware, is the center in which detailed records of all that has been accomplished in the field of religion are assembled and organized in relation to each other. A mass of detail is reduced to order by bibliography which is, functionally speaking, the systematic process by which man finds his way about in the world of books that he has created. The seminary library, like any other library, is not merely a reservoir of information from which one can draw at will the particular facts and ideas that one needs for a specific purpose. It is, likewise, a potent educative agency.

We are also of the opinion that the library should be the coordinating center of the seminary. As has been well said by Dr. W. J. McConnell, in an article entitled The College President Looks at the College Library, "It, the library, is a place from which ideas which call for action should radiate to the departments of instruction, not simply a place where ideas originating with the departments should converge." (In School and Society, vol. 52, no. 1342, Sept. 14, 1940, p. 188)

No seminary can be greater than its library. Seminaries, like other educational institutions, are often thought of as places where students are taught rather than places where students learn. The great libraries of the world, the Library of Congress, the British Museum, the Bibliotheque Nationale, and many others, representing as they do a cross section of the accumulated knowledge of the ages, are famous not as centers of instruction, but rather as seats of learning. I mention this not to minimize the importance of instruction, but rather to focus attention upon the importance of the library.

It should be obvious to everyone that an adequate library is a primary requisite for any professional school. Likewise, a professional school is judged as much by its library as by its faculty. I use the word "professional" rather than "graduate" advisedly. While such schools as Harvard, Yale, Princeton, Union, Chicago, and others do offer graduate work in theology, common practice among most seminaries in this country is to offer a three year program leading to the B. D. degree. The courses for the B. D. degree are undergraduate - they are not, in the main, continuations of courses requisite for the A. B. degree.

It seems plausible then that most seminary libraries should be developed as general theological libraries without specialization except in those fields where in the particular library has rich sub-collection and in any other fields which the faculty may from time to time direct. Since the purpose of most theological schools is to prepare men for the Christian ministry rather than as specialists in the field of religion, the book collections ought to remain general in scope unless book funds are available in larger amount than is normally the case. The

aim of a seminary library is to provide a general and adequate collection of authoritative books covering a general and adequate collection of authoritative books covering the field of theological and related scholarship. It will seek to orient these areas in the whole system of modern thought.

The size of the book collection is not always a criterion of a good library. Adequacy is measured by the quality and use made of the collection. Even the American Association of Theological Schools requires its approved schools to give evidence of a minimum number of books in their libraries. The substantial rise in the cost of books, periodicals, and binding prompts one to raise the question of cooperative book selection among the seminaries. Seminary libraries in the same geographical area might assume the responsibility of developing certain fields of religion dependent upon their present holdings and their current interest. University libraries need periodic pruning of their book collections. Instead of more books, we should strive to have better books. Any title which has not circulated for a quarter of a century may long since have served its purpose and should be discarded. But the matter of discarding and disposing of books and periodicals must be done with discrimination. In one of our seminaries it was suggested that subscriptions to archaeological periodicals be dropped and that the files of bound archaeological magazines be sold since no member of the present faculty was interested in that field. But faculties do change! It is conceivable that in the years ahead a new faculty member who has genuine interest in the field will deplore this lack in the library's periodical holdings. This prompts the question, How far does our responsibility go in the preservation or non-preservation of library material, especially source material? Must we not keep faith with the past and the unknown future or is our concern with the present alone, letting future librarians wrestle with their problems as best they can?

I shall leave untouched the importance of micro-offset books (reproductions in book form), microfilm, and microcard reproductions except to point out that these may become the answer to the problems created by overcrowded stackrooms.

Now, let us turn to our principal clients - the students. If our seminaries should discard the teaching curriculum for the learning curriculum, students should be encouraged in every way to take full advantage of the library's facilities. Lectures on the use of the library should form a significant part of the orientation program of every incoming class. Open access to the stacks should be provided for students if at all possible. No reserve list of books will ever develop a student's skill in the fundamental methods of research as will browsing in the stacks. Mention has been made in the previous section of the importance of qualified seminarians engaging in honors work. In such a program the library, with a rich collection of books and periodical literature, in a very real sense, becomes the resource center for the student.

The charge is often made that the churches are failing to function adequately in meeting the needs and problems of life in the world today. Theological seminaries have only recently faced in realistic and objective fashion in their curricula, such contemporary social problems as delinquency and crime, better housing, race and minority group relations, labor-management relations, propaganda, and nationalism and the new world interdependence. The minister on the field realizes that he must come to grips with contemporary life in all its aspects. In order that his perspective may be enlarged, seminary libraries should serve the alumni, all clergymen of the area, indeed, all persons desiring to avail themselves of the library's services. This raises problems of adequate personnel. Granted that most of our libraries are understaffed, far greater use can be made of the

library's resources than is now generally the case.

In the final analysis, a theological seminary earns its reputation not upon what it does for its students and alumni but rather upon what it does to them. In this the seminary library plays a major role.

#### THE LIBRARIAN

The librarian is charged with carrying out determined policies of the library, policies usually decided upon by the faculty. Methods for carrying out the objectives should be left in the librarian's hands as are also administrative matters. The librarian in more recent years has frequently been a graduate of both library school and theological seminary. In addition, he ought to be orientated in educational philosophy and techniques. It is assumed that he will be accorded faculty status and appointed to serve on faculty committees.

It is a responsibility of the Librarian to evaluate the extent of integration of the courses offered by the seminary. It would seem only natural that he serve as a member of the curriculum committee since he is in a unique position to evaluate the effectiveness of teaching methods and observations on the integration of the educational program. This would presuppose that he himself has familiarity with educational philosophy and methods. An Ed. D. degree would seem to be an appropriate graduate degree for the librarian after his B. D. and A.M.L.S. He might well serve as co-ordinator of all fields, and serve as an adviser on educational planning. As the library is a resource for learning and content, so the librarian could serve the seminary most effectively as resource and research person in educational trends and methods.

One of the greatest supports a librarian enjoys is an alert library committee usually made up of three members of the faculty with the president and librarian as ex officio members. As stated above, it is the primary duty of this committee to determine matters dealing with library objectives and policies. A further concern should be with results, leaving methods to the librarian and his staff. Because of his professional training the librarian is regarded as the advisor to the other members of the committee. Once the policy has been determined, the librarian should be left free to carry it through as efficiently as possible. Matters of general seminary concern should, of course, be reported to the entire faculty at its regularly constituted meetings.

If possible, the librarian ought to do some teaching. Such teaching, however, should be kept at a minimum lest he find that an increased teaching load will bring on its proportionate share of library problems - usually the result of deferred action.

Every librarian ought to welcome the opportunity to present the work of the library to the seminary president. Dr. William Randall in his Principles of College Library Administration (Chicago, American Library Association, 1941, p.133) writes "It is only by keeping the .....authorities and others informed concerning the library that he can hope to maintain it in its proper place in the administrative mind and in the thoughts of possible benefactors." Some of the library's staunchest friends are to be found among the members of the Board of Trustees. Since the President's Annual Report as presented to the Trustees ordinarily does not carry the entire Librarian's Report to the President, the librarian should prepare also an abbreviated Report and ask that such be incorporated in the President's Report. Usual practice is to carry a footnote stating that the

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complete Report is on file with the President. This permits interested Board members and others to obtain information that would otherwise not be coming to them.

In conclusion, the seminary librarian should be familiar with educational method. This implies an understanding of the teaching process, its aims, and objectives. Only by understanding what the professor is attempting to achieve, will the librarian be able to integrate the library and its resources into the educational pattern in such a way as to render optimum service. It is assumed, of course, that the librarian will be an administrator and skillful technician. Not so generally accepted is the idea that he should also be a scholar in a particular field if he is to understand scholarship. Without respect of his colleagues, the librarian is apt to be regarded by them as a technician or highly trained clerk.

It is the librarian who, in the last analysis, can successfully lead students and faculty to the library resources. The achievement of this objective is of paramount significance.

OPEN FORUM UPON MISCELLANEOUS ADMINISTRATIVE PROBLEMS

Following the presentation of the above reports and papers, E. F. George raised the matter of the library accession lists, in terms of costs, form, users and uses, justification, etc. Dechard Turner then stated his own observations with regard to the division and arrangement of the Library budget, especially with regard to its proportions and administration at the institution of his own experience.



TUESDAY, JUNE 21, 9:00 A.M. (Herbert H. Schmidt, Presiding)

REPORT OF COMMITTEE ON LIBRARY BUILDINGS AND EQUIPMENT

Presented by Herbert H. Schmidt, Librarian  
Gettysburg Theological Seminary

Members and Friends of the Conference:

This report is presented as a work in progress. We of the committee make bold to say that possibly no other committee of the Association could do as much, or as little, and still have as much undone. Planning, adapting, and equipping the library building impinges at once on specialties which are not the "old grind" of library science exclusively even though librarians work with, study, read, and discuss the subject. The librarian's "custom made" library is not embodied in completed structure and color without architects, engineers, contractors, and tradesman. Therefore, your committee on Library Buildings and Equipment is only turning a second spadeful of groundbreaking and proposal.

Last year, at Dayton, we made a threefold effort in the time at our disposal: (1) suggested the supreme importance of the thorough preliminary survey of aims and needs before planning a building, (2) presented a general outline of procedures necessary to the actual building program, (3) compiled a bibliography on library buildings and equipment. In addition there were displayed plans and pictures of proposed seminary library buildings as well as those in various stages of construction, and some recently completed.

During the year members of ATLA were asked to respond to questionnaires and inquiries by other committees of our association. The committee on Building and Equipment was not unaware of the possibilities of such activity for its own work, but awaited the finding of the survey by AATS and thereby spared many of you from still another questionnaire and possibly transgression upon AATS. Your committee was also gaining experience and feeling its way. By mail and in person we acted as consultants according to a broad interpretation of the term. Mayhap, our better service to our Association will be in the questions we now raise and the proposals we offer in the remainder of our brief report.

Let us turn to some of the main ideas generated in your committee on Library Buildings and Equipment. As the compiler, the chairman of the committee purposely avoided mentioning the names of the authors of the various ideas. As compiler of the report, and chairman of the committee, my method was to organize and summarize in one body the contributions from the several members of the committee (Messrs. H. H. Schmidt, A. F. Kuhlman, and F. K. Gealy). Our findings are the fruitage of a healthful condition; we had enough likemindedness for cooperation and enough unlikemindedness for progress.

We consider the points of agreement:

1. The seminary library should be an educational building specifically designed, constructed, and equipped for "teaching with books".
2. Although the seminary library has differences of speciality, and disparities in size must be recognized, in the final analysis such a library is not sharply different from other libraries.
3. A series of problems cluster about the high cost of, and difficulties in securing, adequate library furniture.

4. There is no single ideal way in which to meet the divergent requirements of such a wide variety of seminaries for the "perfect" custom-made theological seminary library building.

5. "New methods of building construction, new techniques of librarianship, and new theories of library design and internal arrangement, some of which are now available and others of which, even more revolutionary in character, appear to be imminent, make library planning for the future a hazardous task."<sup>1</sup>

This fifth point of consensus of opinion takes us to the points of difference:

1. Does being a librarian provide sufficient qualification for one to serve as a "library building consultant"? The dictionary says, "a consultant is one who gives professional advice in the field his special knowledge and training." Whatever may constitute competency, the librarian other than a "consultant" should be heard from even though he may not necessarily have the latest word or the last word.

2. Another area of differences of opinion within the Committee on Library Building centered in the question, "How may this committee best serve ATLA".

(a) Is it by increasing its membership to four and making each one a territorial consultant? One would cover inquiries in the east, one in the central states, one in the mountain states, and one on the west coast. Geographical limitations as well as those of time, expense, and competency enter the picture.

(b) Should membership on such a committee be on the service basis of a resource person rather than that of a technical consultant.

We could pattern after ALA headquarters in this connection. The general scheme would be to collect plans, pictures, articles, etc., of seminary libraries. The committee would file, and call to the attention of the Association, published reports which would endeavor to focus the best opinion available on such problems as present educational trends as they affect theological libraries, technological trends as they apply, or may not apply, to library and scholarly uses, library administration as it affects, or is affected by, library buildings, and such engineering matters as lighting, new modes of construction, etc.

(c) A third possibility would be to make a survey of seminary library plants noting the features of building, equipment, and experimental ideas.

Conversely, and slanted to specific needs, a committee on buildings and equipment would invite those members of the Association who have problems in these areas to submit them for grouping, study, and so on. Then these problems would be sent to the competent specialists such as Mr. Wheeler, or members of the

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<sup>1</sup> John E. Rurchard, ed., *Planning the University Library Building*, Princeton, Princeton University Press, 1949, p. 3.

impressive list of names on the Cooperative Committee on Library Building Plans which came into being at Princeton in December, 1944. The findings of those whom we called upon to help us (as with Mr. Bean and Mr. Macdonald this morning) would form a part of our conference program from time to time.

So far then; whether or not we can say, "so far so good," rests with your reactions and desires. As we have said in the beginning, "this report is presented as a work in progress." Outside of geographical commitments and services, this committee functioned primarily for the sole purpose of exchanging experience, ideas, and knowledge; and, it was expected from the beginning that it would embrace divergent points of view. It avoided the temptation to plan an ideal seminary library building. It did not arrive at dogmatic conclusions, and it humbly begs the indulgence of those members of our Association who expected this monograph to give them unequivocal and precise instruction as to how to solve their own problems.

Member committees of A.L.A. through herculean efforts have reached their objectives, or are within sight of their goals, on projects of common concern to all of us within our profession. Buildings and equipment are not the librarian's sole province, therefore, your committee must apportion a large share of its many-sided responsibility to the expertise of others. Now that the groundbreaking is over we put aside the ceremonial spade so that the power machinery may go to work on problems you suggest, and from a checklist of the matters you wish to have considered. There is a wider road ahead of us than there is behind us.

Respectfully submitted,

A. F. Kuhlman  
F. D. Coaly  
H. H. Schmidt, chairman

PLANNING, ADAPTING AND EQUIPPING THE LIBRARY BUILDING

Presented by Angus Snead Macdonald  
President, Snead and Company

I am most honored to be asked to speak at this distinguished gathering on a subject so ripe for fresh consideration. Please forgive me if I talk frankly and somewhat critically of some library architecture, particularly theological library architecture, as I will presume to do as a member of the family - having been educated as an architect and having had the privilege of working with librarians for about forty years. There is a revolution now under way in library buildings and equipment, and in their administration and use, and it seems advisable to take a fresh look at all established practices.

Shortly after World War I, I heard a story about Charles E. Kettering, head of the General Motors research laboratory at Dayton, which has been invaluable to me, and may be worth repeating, as it is timely and some of you may not have heard it. At the close of that war, automobile manufacturers were faced with a new and serious problem arising from the fact that popular demand suddenly changed from black convertibles and touring cars to sedans and coupes in a variety of colors. The General Motors plants found themselves in a position where they could make far more cars than they could paint, as the painting process took about thirty days and space for it was not available. In desperation the production managers came to Kettering and asked him to show how they could save 20 percent or even 10 percent of the finishing time, while they hastened to build more finishing area.

Kettering called his engineers together - they were known as Kettering's gang - one of whom told me the story - and put the problem to them. Then, with his accustomed policy of striving for a fresh, fundamentally sound and bold solution, he said, "We will forget about trying to save a few days. Let's see if we cannot get the job done in one hour."

As a consequence, they had to put aside the practice of using linseed-oil - based oxidizing enamels that required many coats and lots of drying time. Instead, they developed a quick-drying nitro-cellulose lacquer (there were hundreds of tons of the basic materials in war surplus storage), and the finishing job was completed in one hour. A somewhat longer time was taken in actual practice, but much of the finishing area which was thought to be short, became available for manufacturing processes.

Perhaps, such thinking could advantageously be applied to library problems. As a start, suppose we ask, "What is a library for?" One answer is obvious, "The library should be a means of wedding readers and books." But most library buildings have been designed with some other dominant objective, such as being: a personal memorial, a regimented unit in a campus group, a show spot for visitors, an attempt at an aesthetic achievement. All of these objectives may be worthy, but can they not better be attained as by-products of a library that is successful from the user's point of view?

What does the reader need?

1. An adequate amount of space protected from the weather.
2. An adequate supply of books with accessibility proportioned to use, and serviced by an able staff.
3. Quiet and freedom from distraction. (These are hard to get in big reading rooms).
4. Fresh, invigorating, clean air (for which open windows are undependable).
5. Comfortable, unregimented, convenient furniture, varied to suit different physiques, moods and uses.
6. Ample light without direct or reflected glare. Light does not have to be natural. Artificial light is more certain and controllable. It is far less costly to build if windows are psychological purposes only, rather than to provide natural light for all areas. Twenty square feet of floor space can be illuminated with an intensity of 40 foot candles for 12 hours, at an electric current cost of about  $1\frac{1}{2}$  cents. So it is hardly worthwhile to worry about lights left burning when not needed.

With proper structural proportions, materials, textures and colors, all these reader-essentials can be put together with a resulting charm that is likely to be far more enduring than if an aesthetic achievement was the prime objective. I would like to mention a few examples of enduring charm derived from purely functional designs without any decorative elaboration whatsoever:

The old Roman aqueducts - simply stone canals supported on masonry arches.

Florence's Ponte Vecchio - a stone arched bridge with nondescript shops on each side.

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The typical British thatched cottage made as simply as possible with local labor and materials.

A Norwegian cabin of hewn logs and steep birchbark roof covered with growing sod.

A New England colonial farm group.

A Pennsylvania banked barn.

The Brooklyn Bridge, unsurpassed to this day, although it was built when American architecture had sunk to its lowest depths of ugliness.

A great bank of concrete grain elevators built with a thrifty use of materials resist enormous pressures.

A field of spheroidal oil tanks with their spiral stairways soaring from ground to summit and designed to store thousands of barrels of oil, with the use of the fewest possible tons of steel.

A modern air transport entirely dominated by functional streamlining.

Durham Cathedral, which is the most functional and satisfying ecclesiastical edifice I have ever seen, with its utter simplicity, impressive structure and timelessness.

In all of these examples, functional design was unembellished by decoration or any obvious effort at aesthetic attainment. But the beauty is there and endures. Beauty can certainly be attained by direct effort, but the price is often dear and the risks are great. Much so-called "modern" architecture is not truly functional and is not beautiful - it is just different. I am not advising you to depart from the use of a proven historical style and adopt a synthetic style that is just different.

However, all too often in building libraries, an historical architectural style is selected without functional excuse, with the result that the buildings may be excessively expensive both to build and use, and the really necessary floor area be cut in half. This is particularly true with theological libraries which frequently follow the traditional Gothic style, despite its tremendous cost and poor adaptability to our needs and skills. The use of Gothic for an interior may be avoided even though its use on the exterior is forced. The new Firestone Library at Princeton is a good example of this compromise.

Gothic interiors result in the lavish use of cubic feet per square foot, and that also usually means a high cost per cubic foot on account of the opportunity or necessity for architectural embellishment. I know of one Gothic library recently finished at a cost of \$2.35 per cubic foot or \$55.00 per square foot. This can be compared with a functional building now under contract on a basis of 80cents per cubic foot or \$8.00 per square foot. In my opinion, the functional building will certainly be more effective for its purpose, and more charming.

It is well to remember that although you pay for all your cubic feet, you need only eight or ten cubic feet per square foot of floor area to carry on any library function successfully. It hardly ever happens that a library project is undertaken with sufficient funds available for building adequately. If any of you

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are preparing to build, I suggest that you first determine the essentials as your readers see them, and budget them. Afterwards, if there is any money left over, unessentials can be budgeted. If your architect is not held to a functional program, he may take a stylistic approach to your problem that may work out about this way:

Money available - say, \$1,000,000  
Probable cost per cubic ft. for style selected - say, \$2.00 = Number of cubic ft. that the building can have - 500,000

Number of cubic feet - 500,000  
Average floor to floor height - say 20 ft. = Number of square ft. that can be apportioned - 25,000

Usually, the apportionment is all too meagre. I have seen as a result of such an apportionment the number of seats so reduced that the students habitually sat on the monumental stairways to work. By contrast, the functional approach works out this way:

Money available - \$1,000,000  
Square feet of floor area needed - 100,000 = \$10.00 per sq.ft.

The buildings should then be planned and specified to meet that cost. If the square-foot cost is less than \$8.00 (under current conditions), either more money should be secured or the area requirements cut down temporarily, and plans made for early expansion. I suggest that you refuse to consider size in any other terms than square foot, and that you refuse to approve a style until adequate floor areas and equipment have been budgeted.

As time goes on, more and more of the floor area in libraries is required for small-area usages such as seminars, carrels, professors' studies, offices, staff work-spaces, audio-visual equipment and book storage, which may total as much as 50 percent of the whole library floor area. Recognizing this trend, Sneed and Company has developed an "Adaptable" type of construction that is suitable and economical for all the small-area usages mentioned. These usages require flexibility for change of location and size, so low ceilings and movable partitions are both advantageous and economical. Such areas need cost per square foot only 30 or 40 per cent of the heretofore typical library building floor area cost, or 60 or 70 per cent of the cost of the general-purpose "modular construction" areas. Our "Adaptable" construction is potentially all stack space, but the shelving need be installed only when and where required. Permanent stack columns, forming part of the building structure, are built in about nine feet apart in both directions, and removable stack columns may be installed between them with a result that is hard to distinguish from an ordinary bookstack. In areas where the removable stack columns are not installed, the multifarious small-area usages can be carried on with efficiency and convenience.

Book storage is an important element of cost and function, but I think some bad habits have grown up around it. In the past, storage has not been differentiated enough to reflect the frequency of use of three obvious categories of books:

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1. For the first category - new books and those constantly in use - accommodations should be provided that are directly and conveniently accessible to the students. These accommodations should be kept always full of live materials on well illuminated shelves that are neither too high nor too low.

2. For the second category - the lesser used, but still active books, - accommodations should be on the stack principle.

3. For the third category - books seldom, if ever, used - instant accessibility may be sacrificed to over-all economy of storage and steps. We have developed a system by means of which it is possible to store three times the number of volumes per square foot as compared with ordinary stack storage. This potential may be worth remembering by those who require more storage within existing buildings or who contemplate new storage facilities for a large, old collection, which inevitably will include a considerable proportion of seldom-used material - possibly as much as 40 per cent.

A library is not usable until it is furnished and I suggest that the furniture be planned, located and budgeted along with the building and not given belated consideration and the leavings from other appropriations.

Snod and Company is now re-studying library furniture with a Kottoring approach for the purpose of securing: more efficient use of space; freedom from disturbance; comfort; economy; unregimented natural charm. The results of our efforts will be available to any of you who are interested. We shall be glad to correspond or consult on library problems where we might be helpful, such as stacks, furniture, lighting, air-conditioning or general building plans and specifications.

In closing, I should like to repeat that there is a revolution under way in library thinking and it will be reckless to fail to take note of the red lights that have been set against the habit of blindly following established tradition. I believe American architecture is entering upon a period of achievement unsurpassed in world history. We have the resources, we have the skills and we have the needs. With all my heart I hope that library architecture will be in the van of progress showing the way, as it should.

#### COLOR, ARRANGEMENT, AND EQUIPMENT IN THE LIBRARY

Summary of a talk by Donald E. Bean,  
Library Bureau, Remington Rand, Inc.

Harmony of equipment and color are called for, and should be planned for both in terms of the functions of the library areas in question, and of the efficiency and comfort of the readers to be served. Standard library furniture has moved in the direction of more satisfactory functional adaptation, more attractive appearance, and greater ease of upkeep. Flexibility, variety, color, and "lightness" are the terms which may best be used to describe the recent trends in library furniture.

Color is to be handled in relation to the immediate purpose to be served, and not simply for its own sake without regard for the setting. Good use may be made of leather chairs or chair backs, for adding color and character to a room. Standard shelving may be used in a number of ways to break up a tendency toward regimentation, or to follow the peculiar lines and limitations of unusual spatial

areas. Lighter wood finishes are increasingly popular, in contrast with the dark oak, mahogany, and walnut finishes formerly predominant. Too much lightness in finish may be undesirable.

Careful choice of wall and ceiling colors, and floor covering is required. In some instances, window drapes play a striking role in adding warmth and balance to an otherwise inharmonious room. Functional equipment should be planned flexibly, providing both for possible expansion and rearrangement. For example, the Circulation Desk may be built up in sectional units. Its "inner workings" used to be, traditionally, standard drawers and shelves, but should rather be planned with specialized processes in mind. (The Circulation Desk should be regarded, not as a "grocery counter" but as a carefully planned service point and repository for live and changing records and functions.)

In illustrating his remarks, Mr. Bean showed a large number of attractive colored, and black-and-white slides depicting carefully planned library interiors.

DISCUSSION FOLLOWING TALKS BY MR. MACDONALD AND MR. BEAN

Miscellaneous questions were presented, drawing upon both presentations. On the matter of stack lighting, it was pointed out that there is no perfect solution, because of the mechanical limitations faced. It was suggested that stack lights may increasingly be "ganged" rather than limited to individual aisles. It was pointed out that at present fluorescent lighting is not suitable for areas where it would need to be turned on and off repeatedly during the day or evening. Use of leather chairs, especially in chair backs, was favorably reported, both as to wear and cleaning factors.

On the larger concern of avoiding regimentation in arrangement (i. e. having readers, desks, chairs, etc. lined up in rows, evenly spaced) the opinion was expressed that, though informality of arrangement may be gained in several concrete ways, such adaptation calls for proportionately more space. This informality is secured in some libraries by substituting divisional or subject reading rooms for the customary monumental or "mass-planned" reference or reserve room. Lamont Library at Harvard University was cited as an example of a library where informality was stressed, careful planning having been made so as to "wed reader and book" in an informal setting. But, higher relative expense is admittedly involved, both in building and in supervision.

REPORT OF ROUND TABLE ON DEWEY DECIMAL CLASSIFICATION

Prepared by Leo T. Crismon, Associate Librarian, Southern Baptist Theological Seminary

From the questionnaire that was sent out from Mrs. Potter's office, we received replies from 10 different librarians. I did not receive a reply from Mr. Sonne of General Theological Seminary but it was to be assumed that no reply would be expected from him since we were already familiar with what had been done in his library. Also, we had received no reply from Mr. Beach of Garrett Biblical Institute but he showed me a copy of his expansion of 287 and 288 to take care of the Methodist collection in his library so that we had the benefit of their counsel and also of seeing expansions worked out by the two larger libraries using the Dewey Decimal Classification. There were about 20 librarians present at the round-table.



After hearing Mr. Sonno discuss what had been done in the way of expansion in his library and after he had answered the questions from several of the members it was decided by the group that he be asked and encouraged to reproduce the expansion through some process which would make copies available to those of us who desired to use the tables. About 10 or 12 of those present expressed an interest in obtaining a copy of the expanded tables.

Mr. Sonno pointed out that the work which had been done by Dr. Easton was to be considered an expansion of the Dewey Decimal Classification and not a departure from the system. Therefore, his discussion and his answers to questions were a great deal more valuable to us than are the changes and expansions which have been worked out at Drew Theological Seminary and at the Evangelical Theological Seminary at Naperville, Illinois by Mr. E. F. George. We were rather of the opinion that we could get more service out of new editions of the Dewey Decimal Classification and render greater help to each other by following the Dewey Decimal Classification as closely as possible and where collections on special subjects do not get too large, by waiting until some expansion is worked out and published by the Dewey Decimal Classification.

We also agreed that, in case of large special collections where no expansion has been worked out in the Dewey Decimal Classification and where it is not likely that an adequate expansion will be worked out, the proper procedure for the librarian of that collection would be to work out his own expansion without expanding into other numbers to too great an extent. That, of course, has been done by Dr. Easton in many instances. Mr. Beach has done it at Garrett and others of us have done it for less extensive collections.

It was also the opinion of the librarians present that the Dewey Decimal Classification should make provision for cataloging together materials on the country church and also on Christian Sociology. Perhaps 261.1 would be the number most satisfactory for materials on Christian Sociology since it seems to have been assigned that number by several different librarians.

It was also agreed that some method of clarifying what general materials should be cataloged at 230 (Christianity) and 260 (the church). More description of the material which falls in these two general classes is necessary to make cataloging easier.

It was pointed out that materials on prayer, according to the present Dewey Decimal Classification, can be placed at 217, 248, or 264.1 and there was some opinion that this should be cleared up. However, I think that with the help of Dr. Easton's interpretation of the number 217 to mean "books on the possible efficacy of prayer" and with the idea that 264.2 being under liturgy would include printed prayer of most forms and with the note that private and family prayer goes in 248 and 249, this matter could be cleared up fairly well by most catalogers.

The members of the group also were of the opinion that several numbers need to be expanded in the forthcoming 15th edition of the Dewey Decimal Classification. These numbers would include 220.1, 242, 248, 250, 251, 260, 261, 266, 269, 280, and 296.

REPORT OF ROUND TABLE ON LIBRARY OF CONGRESS CLASSIFICATION

Prepared by Dechard Turner, Jr., Librarian  
Religious Section, Joint University Libraries

Most of the libraries of the ATLA which use the Library of Congress scheme of classification were represented at the Round Table on the L. C. scheme's adequacy for theological collections which was held in the Victor Lawson Room of the Chicago Theological Seminary on June 21, 1949 at 11 A. M. At first, several representatives spoke of the major modifications which their libraries had made in adapting L. C. to their particular use, and why such an action had been taken. Miss Royer spoke on Emory's expansion of the Methodist part of BX and their class EW for Wesleyana. Mr. Schmitt pointed out that although the library of Lutheran Theological Seminary at Gettysburg, Pa., had not as yet made any large modifications, they anticipated doing so in the next year when they start to classify a special all-Lutheran collection known as the Lutheran Historical Society Library. Miss Bestul of Luther Theological Seminary, St. Paul, Minn., spoke of their expansion of BX8001 - BX8030. Dr. Gapp of Princeton Theological Seminary spoke of their problem with ER which they are contemplating ditching completely. In its place, it is proposed that a new classification for chronological and geographical church history be made in EW, making provision in EW for all church history before the time of Trent. Miss Howell of the Methodist Publishing House in Nashville, Tennessee, spoke of her work in searching out and drawing together publishers' series in the field of religious education, as opposed to the more usual subject approach in other libraries. Miss Brown of the University of Chicago cataloging staff spoke of the BS classification made by Dr. Burton and followed there. Mr. Turner of the Religion Section, Joint University Libraries, Nashville, Tennessee, spoke of their rather extensive modifications in the fields of liturgy and ritual, homiletical material and Christian literature.

Individual points of tension were commented upon, particularly BV4012 and parts of ER. The general practice of putting material related to the field of pastoral psychology in BV4012 was felt to be inadequate.

The group as a whole uses a mixture of subject headings - taking from the L. C. and Potto lists or originating their own as the occasion demands.

Although no conscious attempt at "findings" was contemplated, certain general convictions became apparent:

1. There was a general feeling of satisfaction and thanksgiving on the whole that the libraries were using L. C. The majority of the users of L. C. had made no modifications, finding it to be adequate for their needs.

2. Where modifications had been made, in every case it was the natural reflection of the individual school's interest which in turn was primarily a sectarian interest. The points of expansion were generally the points in BX that concerned the denomination to which the school was related. Or, in other cases, the modifications reflected a strong scholarly interest which was the specialty of the school.

3. There was some strong dissatisfaction expressed with ER. The modifications made by the Religious Section, Joint University Libraries and the ones contemplated by Princeton are indicative of the past and tenuous future of ER.

Although the Round-Table did not close with prayer or a doxology, it reaffirmed the basic character of cataloging to the whole scheme of librarianship.

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REPORT OF ROUND TABLE ON UNION THEOLOGICAL  
SEMINARY CLASSIFICATION

Prepared by Miss Lucy W. Markley, Librarian  
Union Theological Seminary

A dozen librarians gathered about the table to discuss the Union Classification. They represented as many different libraries using the system (in one case a closely related scheme).

The chairman had found by a questionnaire which areas of the Classification were requested for discussion by several librarians, and had arranged those for the group. Other matters, brought up only by one would be answered personally by letter. All were urged to give or to relay any suggestions which might help in the needed reworking of certain classes, notably Education.

In opening up the first problem, reference was made to the two main types of classification. Commonly one thinks of classification by the content of the book as if it were the only type, forgetting that to attempt such with the works of philosophers and of literary men would prove hopeless, to mention only the outstanding examples. One of the greatest achievements of the Union Classification is adequate provision for classification of certain types of books by author, instead of by topic. The outstanding example is of course the Christian Literature class.

But there is always the possibility of conflict, when alternatives are available. We must decide whether to collect certain books by author, or to scatter by topic, leaving the card catalog to bring them together by author. The first conflict to be noted is between Bible classes and Christian Literature. Hastily we would say that there is no argument and no difficulty in classifying the field of Bible, and that all critical and exegetical works are classified by topic. We forgot that provision is made in the Christian Literature class for the commentaries and, in fact, all Biblical works of the church fathers, and even of theologians who may be put in this class right down to date. Which course will you choose for your library? At Union we are well satisfied to follow the course Miss Pettocinitiated. We prefer to bring all the works of Chrysostom together, instead of having every commentary on Matthew in the library at that place on the shelves. Greek or Latin texts and any translations can thus be kept together in order. Subject headings are faithfully assigned to make that file complete where the shelves are not. Mr. Seitz and Dr. Elliott favored this policy, feeling that early exegetical works are of no value to the average student looking for a useful commentary. As for the Biblical works of Calvin, Erth and others, it is more difficult to keep them out of the Biblical numbers, the closer they are to our own day and time. Each library must decide the question for its own clientele. The group seemed in agreement with the Union Classification at this point.

A second area of possible conflict with Christian Literature is that of doctrinal theology. Mr. Morris, Librarian of Yale Divinity Library, has felt this keenly. He writes that he objects to collecting the works of leading modern theologians such as Ritschl, Treitsch, Berth and Brunner in the Christian Literature class. To follow such a policy strips the shelves of Doctrinal Theology of the most significant works, leaving only works of minor importance. Those the student will find, and may not discover the books he really wants, which are far away and on another level or stack, and not labelled as doctrinal.

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Just recently Dr. Brimm, Librarian of Union at Richmond, has formulated his policy on this problem. They have decided to classify single works of modern theologians by their subject, but to put their collected works, selections and critical studies into Christian Literature numbers. They hope thus to keep Doctrinal Theology strong, and yet begin in Christian Literature numbers the collecting which will become increasingly important and voluminous as time goes on and the theologian recedes into the past.

At Union we recognize the difficulty felt by Mr. Morris and Dr. Brimm, but as we still have a closed stack, we visualize the student as going to the card catalog. This he must do, since the very size of our collection makes it necessary. Therefore we have not been disturbed about the good modern theology which does not shelve with the systematic treatises on doctrine, but instead is collected by author in the Christian Literature class. We have often been thankful not to have to classify some of these works by topic. It troubles us a little that the earlier works of an author, ere his significance is recognized, are usually classified by subject, and usually not reclassified when the decision is made henceforth to collect works of that author.

There is no doubt that at Union we have been well satisfied to follow Miss Pettee's lead, and to develop the Christian Literature class at the expense of systematic theology and other sections. We use subject entries freely to bring out subject values not realized by such author classification. We have even tried to keep minor authors, who wrote only a book or two, of no great value, out of our Christian Literature. But it must be kept in mind that ours is a large collection, generally closed to students.

Members of the group were fully aware of the decisions to be made, each for his own library. No poll was taken as to which course will be followed by one or another.

It was noted for the benefit of all that Union at Richmond had made schedule for British and American theologians and their writings at the end of the Christian Literature class, as is proper.

The remaining time was only sufficient to open up the urgent problems of Ecumenics, and interchurch cooperative agencies. Beginning with the latter, the group considered such organizations as have no aim to bring union, but only to organize cooperative and practical endeavors, as essentially practical in their nature. For our own country, the Federal Council is rightly placed in the practical field, with church work. It is also wise, on account of the nature and extent of their publications. For other countries, on which our libraries have much less material, it has seemed best at Union to keep the council of churches under church history of the country, as, for example, the British, which we have placed in LS70.2 Nobody in the group was distressed about having one policy for our own Council and another for all others. All seemed to think it quite workable.

At last the coast was clear for the very different problem of church union. All were eager to consider what must be done to keep the Union scheme up to date and useful in this new day. It was necessary first to explain the location of that section of the Classification. History of doctrine and all related topics were made to follow Church History. The really old books on church union were point by point doctrinal discussions, and even books written since the turn of the century have been theoretical and general in tone, not actually visualizing any actual mergers. Miss Pettee placed all this material as a special phase of doctrinal

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history, which was true enough at the time. At Union we are well content to let the older works rest just where they are. The JR schedule still serves its purpose, too, for it carries such organizations as the World Council, not confined to one country, and books which simply exhort or argue, without bearing on any particular country.

But we were compelled to make a series of decisions. They were based on the conviction that church union has now become a matter of fact, and belongs henceforth in church history. We have made new numbers accordingly. (Listing of such new numbers passed out). The distinction is not always easy to make, but it must be made. For every topic which is subsumed under country church history, there must be a place for works and organizations covering more than one country. It may be unfortunate for us at Union that this general place for Ecumenics is located in history of doctrine, which is itself far out of place. But we should note that even these general works are placed within the historical field, in the sequences prior to geographical subdivisions.

Finally the group discussed actual mergers, and how to make schedule as needful. Mr. Wernecke urged that new schedule be made at once for the United Church which will bring together the Congregational Christian and the Evangelical and Reformed groups. It was agreed that Union should take the lead in making new schedule, in order to help the libraries using the Union Classification to keep together insofar as possible.

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REPORT OF COMMITTEE ON PERSONNEL  
Prepared by O. Gerald Lawson, Librarian  
Drew University

Your Committee on Personnel presents for your consideration a report on its activities since the Dayton meeting. One of these was an attempt to determine what special training might be recommended for Librarians of Theological Seminaries. The other was the development of Personnel Standards for Seminary Libraries.

I. Training for Seminary Librarians

The first investigation proceeded along three lines. We began by exploring the possibilities for cooperation between Library Schools and Theological Seminaries in certain areas throughout the country. Then we attempted to survey the present educational background of Seminary Librarians in order to ascertain from librarians in the field what type of education they considered most valuable for prospective librarians of Theological Seminaries.

A. Possibility of Cooperation between Library Schools and Theological Seminaries

We wrote to Library Schools and Theological Seminaries located on the same campuses or in the same area. In general, most of them were interested in adopting some plan of cooperation for the education of Seminary Librarians. Three Library Schools were more specific than the rest and with nearby Seminaries are likely to work out mutually satisfactory programs.

In the New England area, Simmons College Library School has agreed to accept credits toward the Master's degree from any approved Theological Seminary; in the New York area, Columbia University School of Library Service and Union Theological Seminary are working toward an agreement; and in the South, the Library School at Emory University has made provision in the curriculum for the Master's degree for specialization in subjects available at the Theological Seminary.

B. Educational Background and Courses most Helpful.

From the questionnaires circulated among Seminary Librarians we discovered a very satisfactory educational level. We also learned that the most helpful courses taken in Theological Seminaries were Bible, Church History, and Theology.

As a result of our findings we submit the following:

For the beginning professional staff member in a Theological Seminary Library, the Committee recommends the courses leading to a Master's degree as offered by certain Library Schools that make provision for a minor in religion through the cooperation of nearby Theological Seminaries. The most fundamental courses to be taken in a Theological Seminary should be Bible, Church History, and Theology.

The Director of one of the most cooperative Library Schools, after reading this resolution, wrote: "I think the resolution is specific enough to have teeth, and yet general enough to take in several of the better library school curricula. It would be a particular pleasure to know if this resolution is adopted, so that I may report it to the Joint Committee on Education."

II. Personnel Standards for Seminary Librarians

Your Committee makes the following recommendations concerning the qualifications of the Head Librarian, according to the size of the library.

A. A Large Library

The Head Librarian of a large Seminary should have the following training:

1. An A.B. or its equivalent from an approved Liberal Arts College.
2. A one year's course in an approved Library School.
3. A B.D. or a competent knowledge of the field of Theology attained through -
  - (a) some theological courses
  - (b) a deep appreciation of the scholarly work of the faculty.
  - (c) experience in Reference work at a high level.
  - (d) a detailed study of theological bibliography.
4. Practical experience in library work, the nature and extent of which is to be determined by the employing institution on the basis of existing department heads and of the proposed library program.

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B. Medium-sized Library

The Head Librarian of a medium-sized Seminary should have the following training:

1. An A.B. or its equivalent from an approved Liberal Arts College.
2. A one year's course in an approved Library School.
3. A B.D. or a competent knowledge of Theology attained through -
  - (a) some theological courses.
  - (b) a deep appreciation of the scholarly work of the faculty.
  - (c) experience in Reference work at a high level.
  - (d) a detailed study of theological bibliography

The Committee feels that a larger proportion of the qualifications may be developed in medium-sized institutions through regular and close contacts with the faculty in such matters as book selection, the guidance of students in the use of library resources, and in the handling of difficult Reference questions.

C. Small Library.

The Head Librarian of a small-sized Seminary should have the following training:

1. An A.B. or its equivalent from an approved Liberal Arts College.
2. A one year's course in an approved Library School is desirable. When this is not possible, at least two years varied experience in a medium-sized or large Seminary library is recommended. It is strongly urged that Summer Courses in Library Science be undertaken as soon as possible.

The question of specifications for minimum requirements for other members of the staff should be taken up next year.

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There is still much for next year's Committee on Personnel to do besides making specifications for other members of the Seminary Library staff.

The future Committee ought to continue negotiations with Library schools and nearby Theological Seminaries for the development of satisfactory curricula for the preparation of Seminary Librarians.

The Committee might like to explore the possibility of internships, implied in section number 2, under specifications for Head Librarian of a small library.

After the experience some of us have had lately in filling vacancies on our staffs, we think that the future Committee might do well to explore the possibilities of setting up some sort of Placement Service for Seminary Librarians.

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APPENDIX

I. Training of Seminary Librarians.

A. Report on Correspondence with Library Schools not Ready for Program of Cooperation.

In December 1948 the Deans of the University of Chicago Divinity School and Library School were supposed to discuss some policy of cooperation to cover our proposal, but no report was made to your Committee.

The University of Texas Library School is only in its first year of operation and its Director, while interested, is not ready to commit himself yet.

The University of California Library is not ready for cooperation.

B. Report on Findings from Questionnaires.

The following questionnaire was sent out to one hundred and forty-seven (147) librarians: -

Questionnaire for Study of Personnel

Dear Colleague:

We hope that you are willing to cooperate with your personnel committee in a study which will benefit our profession.

Yours sincerely,

O. Gerald Lawson, Chairman  
Personnel Committee, A.T.L.A.  
Drew University, Madison, N.J.

1. Name \_\_\_\_\_ Institution \_\_\_\_\_
2. Education: Years in (a) College or University? \_\_\_\_\_  
(b) Seminary? \_\_\_\_\_ (c) Library School? \_\_\_\_\_
3. Please evaluate on a percentage basis your preparation for librarianship:  
(a) College or University \_\_\_\_\_ percent (d) Experience \_\_\_\_\_ percent  
(b) Seminary \_\_\_\_\_ percent (e) In-service training \_\_\_\_\_ percent  
(c) Library School \_\_\_\_\_ percent
4. What additional education would you acquire if you had an opportunity to proceed further with an educational program?  
(a) Through summer courses \_\_\_\_\_  
(b) Through sabbatical half-year or year's program \_\_\_\_\_  
(c) Through part-time study during the year \_\_\_\_\_
5. What courses have helped you most in your work?  
(a) College or University \_\_\_\_\_  
(b) Seminary \_\_\_\_\_  
(c) Library School \_\_\_\_\_

Please use the back of this page for additional comments.



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Less than half the questionnaires sent out have been returned. We now express our thanks to all of you who cooperated. The following is a summary of the information collected:-

The present educational level of librarians in the field is very good. Of those returning questionnaires, only one is a non-graduate. Three are college graduates with no additional training. Thirteen have College and Seminary training with no special Library School training. Twenty-seven have College and Library School training. Fifteen have College, Library School, and Seminary training. Twelve have advanced degrees.

The attempts of our colleagues to evaluate the education received in College, Seminary, Library School, from experience, and from in-service training are very interesting. Most of those returning questionnaires give College or University scores from 25 to 45 per cent, Seminary training is scored under 45 per cent by most of them; Library School 25 to 45 per cent; Experience 25 to 45 per cent; and In-service training less than 20 per cent.

Practically all who returned questionnaires were interested in acquiring additional education. Of those, twenty-five desire advanced Library Training, twenty are interested in Seminary work, ten want other graduate work, and five wish language study.

In reporting the courses most helpful in the preparation for librarianship from the College Curriculum, Language and Literature received the most votes; Bible, Church History, and Theology received the most votes on the Seminary level; and from Library School Curricula, Reference and Cataloging received the highest number of votes.

Some of our colleagues sent letters of explanation along with their questionnaires. A few of these expressed their conviction that the Librarian of a Theological Seminary ought to be a graduate of Seminary and a Library School.

Report accepted and approval of the resolution under I, B (page 51) specifically VOTED.

Respectfully submitted,

Kenneth Gapp  
John Scammon  
O. Gerald Lawson, Chairman

COMMITTEE ON THEOLOGICAL LIBRARY EXTENSION SERVICE  
PRELIMINARY REPORT, 1949

Prepared by Henry M. Brinn, Librarian  
Union Theological Seminary (Richmond)

With the consent of the President and the Secretary of the Association, the Committee on Theological Library Extension Service will continue its study for an additional twelve months and will defer the presentation of its findings and recommendations until the next regular meeting of the Association.

The present report is intended to indicate the main lines along which the Committee proposes to carry out its explorations, and to seek from the members of the Association suggestions, criticism, and counsel. If at various points in this outline the Committee seems guilty of begging the question, or laying down bold assumptions, it has been led to do so by a consideration of successful schemes of extension service now carried on by many of our theological libraries.

Two Major Opportunities. The Committee recognizes two major opportunities for extension service before the theological library. The first concerns the lending of new books to ministers and religious workers who wish to keep abreast of current theological literature. The second involves a program of continuing education for Seminary graduates and implies the preparation and distribution of study guides, some measure of reference and bibliographical service, and the circulation of subject collections of books to ministers and religious workers who, following their formal academic training, wish to engage in regimens of directed study or topical reading. The first is strictly a library endeavor. The second, if fully successful, must almost certainly be administered as one element in the educational program of a school of theology. The Committee's study will be confined to these two service areas.

In thus defining the limits of its investigations, the committee realizes that in a variety of other ways the school of theology might utilize its library to extend educational opportunities to men and women outside of its regular student body. The terms of the Committee's assignment, however, seem amply to justify the indicated limitation.

The Circulation of Current Books. With respect to the wide demand for the circulation of new books to "men in the field," answers to the following questions are being sought:

1. Can loans-by-mail of current books be handled most satisfactorily by (a) a central lending agency serving the whole Protestant church (b) regional libraries serving stated geographical areas, (c) closely coordinated efforts among the member libraries of A.T.L.A., or (d) the individual endeavors of our various libraries, each serving limited groups of patrons as its resources will permit?
2. If regional libraries seem to offer the most practical solution of the problem, how many will be required adequately to serve the needs of the American Protestant ministry? Where should they be located? How developed? How supported?
3. To what extent can our large educational foundations be interested in subsidizing such libraries? Can any subsidies be provided by the member libraries of A.T.L.A.?

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Continuing Education for Ministers. As regards the feasibility of utilizing theological library resources for Seminary administered programs of continuing education, the Committee will attempt to determine:

1. The desirability of such programs as revealed by (a) the limitations of formal theological education manifest in the curricula of our theological schools, (b) the judgment of our theological educators, (c) a wide sampling of the opinions of ministers and other full-time religious workers.
2. The proper character of such programs in the light of existing schedules of formal education, Seminary resources for supervision and administration, and achievable library resources.
3. The attitude of our schools of theology toward such proposals.
4. The possibilities for interseminary cooperation in the promotion of a joint endeavor in the field of continuing education.
5. The interest educational foundations may be induced to take in such a cooperative enterprise.

Full-time Investigator. During the coming year, the Committee stands to benefit greatly from the work of a mature graduate student in theology whose entire attention will be devoted to accumulating the data needed for a just appraisal of the value and practicability of a program of continuing theological education. Exceptionally well qualified for his task, in terms of education and experience, this student will prosecute his investigation under the joint direction of the Graduate Department and the Library of Union Theological Seminary in Virginia. It will be his aim to discover the proportion of the graduates of our theological schools who may be expected to avail themselves of opportunities for further directed study. . . what these men regard as their greatest educational needs . . . in what fields of learning they may successfully carry out study projects at a distance from a reference library and with a minimum of faculty supervision . . . how a scheme of continuing education may be correlated with the undergraduate and graduate programs of our seminaries . . . what library resources will be required to undergird the program . . . and factual answers to other questions raised by this outline. The results of these investigations will be made available to the Committee as they are assembled.

With this assistance from the Graduate Department of Union Theological Seminary and with the cooperation of the Members of A. T. L. A. the Committee feels that it may safely promise the Association an interesting report in 1950.

Mrs. Grace Torgue  
H. M. Brimm, Chairman

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A.T.L.A. AND A.L.A.

By M. Alice Dunlap, Editor  
Bulletin, American Library Association

Members of the American Theological Library Association:

I am very happy to represent John Mackenzie Cory, ALA's Executive Secretary, at this meeting, and to discuss the ATLA and the American Library Association. Mr. Cory has asked me to convey his best wishes for a successful conference, and to express his regret in being unable to be here this afternoon. Although he planned to leave tomorrow to attend the conference of the Canadian Library Association in Winnipeg, two other meetings called him away a day earlier.

The Fourth ALA Activities Committee, after two years of study, prepared a report on ALA Headquarters and the reorganization of ALA in general. The report appears in the January 1949 ALA Bulletin. Part Two contains 63 far reaching recommendations, involving reorganization of ALA, and we are anxious to have the report discussed as widely as possible. The adoption or rejection of the recommendations will determine the future of the Association, and action is to be taken at the Mid-winter Conference in January 1950. I hope you will read the report and send your suggestions to Mr. Cory at ALA Headquarters. All such suggestions will be transmitted to the Ex-Officio Committee on ALA Reorganization, which has been established by Council to prepare recommendations for Council consideration in January 1950.

One of the recommendations of the Fourth ALA Activities Committee (Recommendation 46) states that "...other library associations and other organizations interested in the objectives of the ALA should be admitted as institutional members but should not, as in the past, automatically be given representation on the Council. ALA should, in turn, become a member of other library associations when eligible." Naturally there will be some difference of opinion among the membership as to whether or not affiliated organizations should have Council representation. Some members feel that they should have, others feel that they should not, and still others believe that a non-voting Council representative would be the minimum requirement. I am not here to express an opinion, but to urge that you read the report and send your suggestions to Mr. Cory. The recommendation I have cited is just one of 63. All of them are important.

The report of the Fourth ALA Activities Committee has set many of us to thinking of the ALA in relation to other national library associations, the need for establishing new methods of working together, and the place of all library associations in the national library economy. Since I am representing Mr. Cory, I should like to read some of the statements which he originally prepared for another group and which he intended to present to you:

"From the fact that I belong to fifteen library associations you may conclude one of three things: first, that I show poor judgment; second, that I will argue for a simplification of library association relationships; or third, that I believe in a multiplicity of such organizations. Think what you will about my judgment but I will argue for the third possibility. I think that a reasonable diversity and multiplicity of library associations is logical, healthy and inevitable. This does not mean that the present diversified pattern is absolutely perfect, but I would propose few drastic changes in it.

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"I say this in spite of knowing that ever since John Cotton Dana's time there has been a widespread desire to have a single organization to represent all libraries and librarians. It is quite evident that there has also been a widespread desire to the contrary or we would long ago have achieved this goal.

"There are a number of reasons for my belief in diversity and multiplicity. They involve human nature, the complexity of library problems, and the always important matter of finance.

"Human nature, at least in this country at this time, is essentially gregarious - people like to meet, organize, join and to assign work to committees. The difficulty is that there are many people and that a large proportion of them value their individuality, wish to take a significant part in group activities, and even to lead, direct, or preside. These conflicting interests inevitably add up to a multiplicity of organizations and I see no point in tilting at windmills by trying to stop them. Incidentally, I can imagine nothing that would strengthen an organization more than to challenge from the outside its right to exist. It seems only right that librarians wishing to participate in professional group activities should have opportunities in a variety of organizations: local, district, state, regional, national and international. Such a variety does not necessarily preclude coordination or centralization, but local pride, tradition, individual prejudice, and genuine conflict of interests are other phases of human nature which do operate toward separation and which cannot be ignored. Coordination or centralization by force or pressure would rarely succeed and would almost never lead to improvement in cooperative effort.

"The second argument for multiplicity is the complexity of library problems. Rightly (and occasionally wrongly) this factor makes a diversity of professional organizations inevitable. We are, fundamentally, a highly specialized field and, even though there is also a great need for skilled generalities, most of us feel the urge to work on our specialized interests and problems in a group structure. Without such groups no direct appeal is possible to the varied interests of school librarians, theological librarians, hospital librarians, and so forth. And it is undeniably true that the interests of some library groups conflict with the interests of other such groups."

At this time I shall not attempt to include Mr. Cory's discussion of the financial problems involved in the unification and centralization of library associations, and the argument that such a move would lighten the financial burden placed upon the individual library, except to say that Mr. Cory believes, and I agree, that while it is true, there are serious fallacies lying behind the fact. Multiplicity of dues payments is to be deplored, but the savings resulting from the elimination of duplicating effort and services would not seem to be as great as might be supposed. Secondly, while the number of association members with multiple interests is very large, it is not by any means total. There are thousands of association members who have only a single interest and belong, without feeling of loss, to only one professional group. A single dues payment would seem to decrease dues for some and increase dues for others.

Having presented Mr. Cory's views on the desirability of a diversity and multiplicity of library associations, I should like to quote him regarding the times when such an arrangement would not seem advisable:

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"Such diversity and multiplicity are undesirable insofar as they are not required for reasons involving human nature, the complexity of library problems, and matters of finance. If natural human yearning for independence is voluntarily subordinated to a recognized need for interdependence, even the limited advantages of centralization and unification may be worthwhile. If two or more groups recognize substantial agreement on problems of policy they may gain rather than lose strength through coordination. And if no other barriers to centralization exist and the sum of special interests among certain groups amounts to a unified whole without much overlapping or many gaps, then the financial gains inherent in unification may be worth achieving even though relatively small.

"In the United States and Canada there are at least 19 national library associations of which seven are affiliated with the ALA. In addition there are eight divisions of the ALA which are partially independent in their operation; six regional associations of which three are affiliated with the ALA; 91 state and provincial associations of which 67 are affiliated with ALA; and at least 71 local clubs and district associations of which ten are affiliated with ALA. There also exist the Council of National Library Associations and three international associations with American affiliations.

"In the case of the Special Libraries Association, the largest affiliated society, there is a three-fourths duplication of membership with the ALA. We should honor our various independent and interrelated affiliations as long as they have utility but we should constantly review their objectives and activities to determine whether their diversity strengthens the profession or weakens it. Where there is good reason for multiplicity let us capitalize on it by strengthening each group so that it may take its proper place on a cooperative basis with other organizations. Where there are no real barriers to closer coordination, however, let us make sure that an adequate structure exists to permit and encourage any desired affiliations. The ALA has been working steadily toward the development of strong divisions with independent programs, with executive secretaries of their own and separate publications wherever possible. This trend will be developed further.

"The American Library Association, itself, is the strongest unifying force in the profession today, and with some planned improvements in its structure and services it is the most logical focus for any library associations which are willing to lend their support toward a central organization of interdependent library groups. I hope the time will come when its structure, policies and leadership will attract the voluntary support of all libraries, all librarians, and all friends of libraries."

I am happy to have had the opportunity to present my views on the need for a discussion of the report on ALA reorganization, and Mr. Cory's on the subject of affiliation. As Editor of the ALA Bulletin I should like to say that I shall always welcome news of the American Theological Library Association which you feel will be of interest to librarians in general. News of development in your own individual libraries is also requested.

APPENDIX A

OPENING BUSINESS SESSION, MONDAY, JUNE 20, 11:45 A.M.

I- Mr. J. Stillson Judah presented the Treasurer's Report, as follows:

<u>RECEIPTS:</u>	1948 Conference registration	\$113.00	
	Membership dues	475.00	
	Sale of PROCEEDINGS	13.00	
	Refund from out-of-print survey	5.00	
	Gift of Mr. H. Kershner	5.00	
	Gift of Anonymous Friend	<u>25.00</u>	\$636.00
<u>DISBURSEMENTS:</u>	Stationery	\$ 27.34	
	1948 PROCEEDINGS (225 copies)	125.00	
	Postage, etc.	46.20	
	Bank charge	1.35	
	Periodical exchange project	23.10	
	Bibliography of master's theses project	10.00	
	Duos for membership in the Council of National Library Associations	<u>10.00</u>	\$242.99
	Balance on hand, June 13, 1948		\$410.68
	Balance on hand, June 20, 1949		\$803.69
<u>MEMBERSHIPS:</u>	Active members	92	
	Associate members	14	
	Institutional members	78	

II- The following temporary Committees were appointed:

Resolutions - Mrs. Verdelle V. Bradley; James F. Rand; Miss Ilo Fisher,  
Chairman

Constitution- Miss Elizabeth Royer; E. F. George; Ernest M. White,  
Chairman

Nominations - Herbert Fernecke; George B. Ehlhardt; Miss Elinor C.  
Johnson, Chairman

CLOSING BUSINESS SESSION, TUESDAY, JUNE 21, 3:30 P.M.

I - The Report of the Constitution Committee consisted of the following readings of proposed changes:

Under V (Committees), Number 2, to be changed to read: "Special committees may be authorized by the Association and appointed by the President, unless otherwise provided by the Association, for the purpose of executing particular studies or projects." (As a substitute for the wording: "any particular study or project.")

Under III (Membership): "The category of Associate Member shall be discontinued, the Active membership being enlarged to include all persons interested in theological librarianship."

Brief discussion of the pros and cons of the second proposal above were discussed. For constitutional changes two successive readings are required, at regular meetings, followed by a vote with majority approval. The readings are the first.

II - The Report of the Resolutions Committee was approved, as here given:

"The following report of the Resolutions Committee is presented for your approval:

Whereas, the American Theological Library Association has again been greatly stimulated, by the papers presented at its third session:

Be it resolved, that we wish to thank all who have presented papers and reports and the committees they represent, for their generosity in giving of their time, for the high quality of their work, and for the stimulation which they have given us.

Whereas, the officers and committee members of the association have devoted much time to the interest of theological librarians:

Be it resolved that we express our great appreciation to Dr. L. R. Elliott, President; Miss Lucy W. Markloy, Vice-president; Mr. Robert F. Boach, Secretary; Mr. J. S. Judah, Treasurer, and to the members of the Executive Committee.

Whereas, the University of Chicago, the Chicago Theological Seminary, Miss Ostrander and her staff have extended us their hospitality and have looked after our needs:

Be it resolved that we greatly appreciate their kindness and efficiency and will long remember the pleasant hours we spent at Chicago Theological Seminary."

Respectfully submitted,

James F. Rand  
Verdelle V. Bradley  
Ilo D. Fisher, Chairman

- III- Voted that the Secretary be given an expense account of \$100.00 per annum.
- IV- Voted to recommend that the incoming President consider the appointment of a special committee on Micro-reproduction.
- V- Dr. Elliott recommended that theological librarians be alert to share their experiences in the handling of unique library problems, so that there may be gain to others who may benefit from such experience. Such suggestions should be transmitted to the Secretary for "distribution."
- VI- In connection with the work of the Committee on Religious Periodical Indexing, a continuing committee was recommended, and the hope expressed that individual libraries could cooperate along the line of volunteering to index periodical titles not now indexed in the commercial indexes.



VII- Concerning the work of the Committee on a Master List of Research Studies in Religion, it was felt that the Committee had not been given adequately explicit instructions at the time the original project was inaugurated. Extended discussion was pointed towards the possible limits of inclusion, so far as the several types of Master's degrees are concerned. The original instructions did not specify type or level of Master's degree appropriate for listing, and the Association by a close margin (19/17) VOTED (Monday afternoon session) that the Committee proceed with the preparation of the manuscript along the present lines of inclusion, i.e. all Master's degrees. However, in view of the closeness of the vote, and the complications of the project, it was VOTED to reconsider the previous motion. It was then VOTED "that the Committee on a List of Master Research Studies in Religion be instructed to proceed with plans for further preparation of its manuscript, limiting inclusion to Master's theses on the four-year graduate level, i.e. the B.D. plus one or more years." The additional recommendation was made that the Committee investigate the possibility of having the M.R.E. these (i.e. on the one-year level following the A.B. degree) included by another Association in appropriate lists which it is thought it is planning to develop for publication.

VIII-Report of the Nominating Committee accepted, and the following persons were elected: President, Miss Jannetto E. Northall; Vice-President, Kenneth S. Gapp; Secretary, Robert F. Beach; Treasurer, E. F. Goergo; Member of Executive Committee (three year term), J. Stillson Judah.

#### APPENDIX B

#### MEMBERSHIP, AMERICAN THEOLOGICAL LIBRARY ASSOCIATION 1948-1949

(Persons marked ° attended the Third Annual Conference)

#### ACTIVE MEMBERS

Askernan, Miss Page, Union Theological Seminary, Richmond 22, Virginia  
 °Anderson, Mrs. Julia D., Columbia Theological Seminary, Decatur, Georgia  
 °Baker, Miss Josephine, Calvin College and Seminary, Grand Rapids, Michigan  
 Barrott, Montgomery B., Bloomfield Seminary, Bloomfield, New Jersey  
 °Beach, Robert F., Garrett Biblical Institute, Evanston, Illinois  
 Beaver, R. Pierce, Missionary Research Library, New York, New York  
 Bowman, Raymond A., Swift Hall, University of Chicago, Chicago, Illinois  
 °Bradley, Mrs. Verdelle V., Virginia Union University, Richmond, Virginia  
 Brimm, Dr. Henry M., Union Theological Seminary, Richmond 22, Virginia  
 Byers, Mrs. Clara L., San Francisco Theological Seminary, San Anselmo, California  
 Chandler, Mrs. Emily Morrison, Westminster Theological Seminary, Westminster, Md.  
 Chen, Paul T. H., University of Illinois Library School, Urbana, Illinois  
 Clelland, Frank W., Gammon Theological Seminary, Atlanta, Georgia  
 Conn, Miss Louise M., Louisville Presbyterian Seminary, Louisville 2, Kentucky  
 °Conrad, Miss Dorothea, Capitol University, Columbus 9, Ohio  
 °Crismon, Leo T., Southern Baptist Theological Seminary, Louisville, Kentucky  
 °Dagon, Miss Alice M., Chicago Lutheran Seminary, Maywood, Illinois  
 Davidson, Miss Nolle C., New Orleans Baptist Theological Seminary, New Orleans, La.  
 °Dowling, Enos L., School of Religion, Butler University, Indianapolis 7, Indiana  
 Earle, Ralph, Nazarene Theological Seminary, Kansas City, Missouri  
 Ehlert, Arnold D., Fuller Theological Seminary, Pasadena 20, California  
 °Ehlhardt, George B., Duke Divinity School, Durham, North Carolina  
 Eisenberg, Miss Winifred V., Missionary Research Library, New York, New York  
 °Elliott, L. R., Southwestern Baptist Theological Seminary, Fort Worth, Texas  
 Ernst, Miss Hilda, Librarian, Mission House Seminary, Plymouth, Wisconsin  
 °Fancher, Miss Georgia, Woman's Missionary Union Training School, Louisville, Ken.

Membership cont.

- Farr, Miss Mary P., Divinity School of the Protestant Episcopal Church, Philadelphia, Pennsylvania
- °Fisher, Miss Ilo, Wittenberg College, Springfield, Ohio
- °Frank, Miss Emma L., Oberlin Graduate School of Theology, Oberlin, Ohio
- °Fritz, W. Richard, Asst. Librarian, Lutheran Theological Southern Seminary, Columbia, South Carolina
- °Gapp, Kenneth S., Princeton Theological Seminary, Princeton, New Jersey
- Gardiner, Miss Mabel F., Garrett Biblical Institute, Evanston, Illinois
- °Goaly, Fred D., School of Theology, Southern Methodist University, Dallas, Texas
- °George, E. F., Evangelical Theological Seminary, Naperville, Illinois
- °George, Miss Esther, Bonebrake Seminary, Dayton, Ohio
- Gleason, H.A., Jr. Hartford Seminary Foundation, Hartford 5, Conn.
- °Gray, Miss Ruth H., Northern Baptist Theological Seminary, Chicago 12, Illinois
- °Haden, Eric, Central Baptist Theological Seminary, Kansas City, Kansas
- Hand, William J., Eastern Baptist Theological Seminary, Overbrook, Philadelphia, Pennsylvania
- °Heaton, Miss Baulch, Librarian, Far Eastern Bible Institute, Manila, Philippines
- Hess, Miss Geraldine, Pacific Bible College, Azusa, California
- °Highfield, Miss Betty Jane, North Park College and Theological Library, Chicago, Illinois
- Hodges, Miss Elisabeth, Episcopal Theological School, Cambridge, Massachusetts
- Jacobson, Karl T., Luther Theological Seminary, St. Paul, Minnesota
- °Johnson, Miss Elinor C., Augustana College and Theological Seminary, Rock Island, Illinois
- °Judah, Jay Stillson, Pacific School of Religion, Berkeley, California
- Khouri, Mrs. John W., Evangelical School of Theology, Reading, Pennsylvania
- Korsmo, Miss Rose, Theological Seminary Library, University of Dubuque, Dubuque, Iowa
- Kuhlman, A. F., Joint University Libraries, Nashville, Tennessee
- Lawson, O. Gerald, Drew University, Madison, New Jersey
- Lindsjo, Dr. H., Seventh-Day Adventist Theological Seminary, Washington 12, D.C.
- Linn, John K., Lutheran Theological Southern Seminary, Columbia, South Carolina
- °Lyons, John F., McCormick Theological Seminary, Chicago, Illinois
- McCloy, Frank D., Western Theological Seminary, Pittsburgh, Pennsylvania
- °Markley, Miss Lucy F., Union Theological Seminary, New York, New York
- Michel, Miss Hazel Alton, Western School of Evangelical Religion, Jennings Lodge, Oregon
- Miller, Robert L., Seabury-Western Theological Seminary, Evanston, Illinois
- Moore, Miss Eleanor, Nazarene Theological Library, Kansas City, Missouri
- Morris, Raymond P., Yale Divinity School, New Haven, Connecticut
- Mothershead, Mrs. Bertie, Texas Christian University, Fort Worth, Texas
- °Newhall, Jannette E., Andover-Harvard Theological Library, Cambridge, Mass.
- °Ostrandor, Evah, Chicago Theological Seminary, Chicago, Illinois
- Parvis, Merrill H., Divinity School Library, University of Chicago, Chicago, Ill.
- °Rand, James I., Dallas Theological Seminary, Dallas, Texas
- Roid, Miss A. Brownie, Johnson C. Smith University Theological Library, Charlotte, North Carolina
- °Rou, Miss Elisabeth, Wartburg Theological Seminary, Dubuque, Iowa
- Rist, Prof. Martin, Librarian, Iliff School of Theology, Denver, Colorado
- Robbins, Mrs. Ruth G., Iliff School of Theology, Denver, 12, Colorado
- °Roberts, Walter N., Bonebrake Theological Seminary, Dayton, Ohio
- °Royer, Miss Elizabeth, Emory University, Candler School of Theology, Georgia
- °Saleska, E. J., Concordia Seminary, St. Louis, Missouri
- Sanders, Miss Mary E., Berkeley Baptist Divinity School, Berkeley 4, California
- Scammon, John H., Andover-Newton Theological Seminary, Newton Highlands, Mass.
- °Schmidt, Mr. Herbert H., Lutheran Theological Seminary, Gettysburg, Pennsylvania
- Schultz, Miss Susan A., Asbury Theological Seminary, Wilmore, Kentucky

### Membership con't

- Seitz, W. C., Bexley Hall, Kenyon College, Gambier, Ohio  
Simmers, Miss Carrie K., Bethany Biblical Seminary, Chicago, Illinois  
Snivoly, Miss Mary Stauffer, Moravian College and Theological Seminary, Bethlehem, Pennsylvania  
Sonne, Niels H., General Theological Seminary, Chelsea Square, New York 11, N.Y.  
Starr, Edward C., Crozer Theological Seminary, Chester, Pennsylvania  
Stonesifer, Paul T., Theological Seminary of Evangelical and Reformed Church, Lancaster, Pennsylvania  
Stauffer, Miss Isabelle, Princeton Theological Seminary, Princeton, New Jersey  
Teague, Mrs. Grace N., Religious Section, Joint University Libraries, Nashville, Tennessee  
Trest, Theodore, Colgate-Rochester Theological Seminary, Rochester 7, New York  
Turner, H. Dechard, Jr., Religious Section, Joint University Libraries, Nashville, Tennessee  
Uhrich, Miss Helen B., Assistant Librarian, Yale University Divinity School  
Van Raden, Miss Margaret, Western Theological Seminary, Holland, Michigan  
Votaw, Miss D. H., Austin Presbyterian Theological Seminary, Austin, Texas  
Wernocke, Herbert, Eden Theological Seminary, Webster Groves, Missouri  
White, Ernest Miller, Louisville Presbyterian Seminary, Louisville 2, Kentucky  
Williams, Miss Dorothea V., Northwestern Theological Seminary, Minneapolis, Minn.  
Williams, Mrs. Ethel L., Howard University School of Theology, Washington, D. C.

### ASSOCIATE MEMBERS, 1948-49

- Allan, Francis W., Congregational Library, Boston 8, Massachusetts  
Bushee, Ralph Waldo, Jr., 201 East Ontario Street, Chicago 11, Illinois  
Carpenter, Harland A., Wilmington Public Library, Wilmington, Delaware  
Horrick, Miss Adole R., General Theological Library, Boston, Massachusetts  
Howell, Miss Isabel, Librarian, Methodist Publishing House Library, 810 Broadway, Nashville 2, Tennessee  
Kauffman, Miss Gertrude F., 2426 Fulton Street, Berkeley 4, California  
Loizeau, Miss Marie D., Apartment 7B., 24 West 69th Street, New York 23, New York  
Kuller, Theodore A., Subject Cataloger, Library of Congress, Washington, D. C.  
Schermann, Victor, 507 South Pine, Champaign, Illinois  
Swain, Dr. James R., Temple University School of Theology, Philadelphia, Penn.  
Swann, Arthur W., 1119 Lincoln, Ann Arbor, Michigan  
Smith, Miss A. Marguerite, Zion Research Library, 120 Seaver Street, Brookline 46, Massachusetts  
Williams, Miss Ollie Mae, Missouri Baptist College, Poplar Bluff, Missouri

### INSTITUTIONAL MEMBERS, 1948-49

- Andover Harvard Divinity School, Cambridge, Massachusetts  
Andover Newton Theological School, Newton Center, Massachusetts  
Asbury Theological Seminary, Wilmore, Kentucky  
Augustana Theological Seminary, Rock Island, Illinois  
Austin Presbyterian Theological Seminary, Austin, Texas  
Bangor Theological Seminary, Bangor, Maine  
Berkeley Baptist Divinity School Library, Berkeley 4, California  
Bexley Hall Library, Kenyon College, Gambier, Ohio  
Bethany Biblical Seminary Library, Chicago 24, Illinois  
Biblical Seminary in New York, New York, N.Y.  
Bloomfield Seminary Library, Bloomfield, New Jersey  
Benebrake Theological Seminary, Dayton 6, Ohio  
Boston University School of Theology, Boston 16, Massachusetts  
Brite College of the Bible, Texas Christian University, Fort Worth, Texas

Institutional Members Con't

Colgate-Rochester Library, Rochester 7, New York  
Calvin Seminary, Franklin Street, Grand Rapids, Michigan  
Candler School of Theology, Emory University, Georgia  
Central Baptist Theological Seminary, Kansas City, Kansas  
Chicago Lutheran Theological Seminary, Maywood, Illinois  
Chicago Theological Seminary, Chicago, Illinois  
Church Divinity School of the Pacific, Berkeley 4, California  
College of the Bible, Lexington, Kentucky  
College of the Bible, Phillips University, Enid, Oklahoma  
Columbia Theological Seminary, Decatur, Georgia  
Crezer Theological Seminary, Philadelphia, Pennsylvania  
Divinity School, University of Chicago, Chicago, Illinois  
Drew University Library, Madison, New Jersey  
Duke Divinity School, Durham, North Carolina  
Eastern Baptist Theological Seminary, Lancaster Avenue and City Line, Overbrook,  
Philadelphia, Pennsylvania  
Eden Theological Seminary, Webster Groves, Missouri  
Episcopal Theological School, Cambridge, Massachusetts  
Evangelical Lutheran Seminary, Capitol University, Columbus, Ohio  
Evangelical School of Theology, 14th and Union Streets, Reading, Pennsylvania  
Evangelical Theological Seminary, Naperville, Illinois  
Gannon Theological Seminary, Atlanta, Georgia  
Garrett Biblical Institute, Evanston, Illinois  
General Theological Seminary, New York 11, N.Y.  
Hama Divinity School Library, Wittenberg College, Springfield, Ohio  
Hartford Theological Seminary, Hartford, Connecticut  
Hood Theological Seminary, Livingstone College, Salisbury, North Carolina  
Ilf School of Theology Library, Denver 10, Colorado  
Louisville Presbyterian Seminary, Louisville, Kentucky  
Luther Theological Seminary, St. Paul 8, Minnesota  
Lutheran Theological Seminary, Gettysburg, Pennsylvania  
Lutheran Theological Seminary at Philadelphia, Gornantown Avenue, Philadelphia, Pa.  
Lutheran Theological Southern Seminary, Columbia, South Carolina  
McCormick Theological Seminary, Chicago 14, Illinois  
Missionary Research Library, 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  
New Orleans Baptist Theological Seminary, New Orleans 13, Louisiana  
Northern Baptist Theological Seminary, Chicago 12, Illinois  
Oberlin College, Graduate School of Theology, Oberlin, Ohio  
Pacific School of Religion, Berkeley, California  
Perkins School of Theology Library, Southern Methodist University, Dallas, Texas  
Princeton Theological Seminary Library, Princeton, New Jersey  
Protestant Episcopal Theological Seminary in Virginia, Alexandria, Virginia  
San Francisco Theological Seminary, San Anselmo, California  
School of Religion, Butler University, Indianapolis 7, Indiana  
School of Religion, Howard University, Washington, D. C.  
School of Religion, Vanderbilt University, Nashville 4, Tennessee  
School of Theology, Johnson C. Smith University, Charlotte, North Carolina  
Soabury-Western Theological Seminary, 600 Haven Street, Evanston, Illinois  
Southern Baptist Theological Seminary Library, Louisville 6, Kentucky  
Sullivan Memorial Library, Temple University, Philadelphia, Pennsylvania  
Southwestern Baptist Theological Seminary, Seminary Hill, Fort Worth, Texas  
Theological Seminary, Lincoln University, Lincoln University, Pennsylvania

Institutional Members Con't

Theological Seminary, University of Dubuque, Dubuque, Iowa  
Theological Seminary of the Evangelical and Reformed Church, Lancaster, Pa.  
Union Theological Seminary, New York, N. Y.  
Union Theological Seminary, Richmond 22, Virginia  
Virginia Union University, Richmond, Virginia  
Warburg Theological Seminary Library, Dubuque, Iowa  
Western Theological Seminary Library, Holland, Michigan  
Western Theological Seminary Library, Westminster, Maryland  
Yale Divinity School Library, New Haven, Connecticut

ADDITIONAL ATTENDEES: THIRD ANNUAL CONFERENCE 1932

Bestul, Valberg, Assistant Librarian, Luther Theological Seminary, St. Paul, Minn.  
Boel, Miss Margaret, Librarian, Mendville Theological School, Chicago, Illinois  
Keith, Miss Effie, Assistant Librarian, Seabury-Western Theological Seminary,  
Evanston, Illinois  
McCulloch, Miss Mary, Assistant Librarian, Divinity School, University of Chicago,  
Chicago, Illinois  
Olsen, Miss Ivy T., Assistant Librarian, Wheaton College and Graduate School of  
Theology, Wheaton, Illinois  
Williams, Miss Habel A., Assistant Librarian, North Park College and Theological  
Seminary, Chicago, Illinois