

SUMMARY OF PROCEEDINGS

SECOND ANNUAL CONFERENCE

AMERICAN THEOLOGICAL LIBRARY ASSOCIATION

(Bonebrake Theological Seminary)

DAYTON, OHIO

June 14-15, 1948

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

TABLE OF CONTENTS

MONDAY, JUNE 14

	Page
<u>10:00 A.M.</u>	
Summary and Preview. L. R. Elliott	1
Report of the Committee on Personnel. K. S. Gapp	3
Report of the Committee on Religious Periodical Indexing. Jannette E. Newhall	7
Publications and Out-of-Print Religious Book Survey. R. F. Beach	13
 <u>2:30 P.M.</u>	
Cataloging and Classification. Lucy W. Markley	18
Report of the Committee on Periodical Exchange. Evah Ostrander	21
A Survey of Theological Libraries of America: A Proposal. A. F. Kuhlman	25
 <u>7:00 P.M.</u>	
A Master List of Research Studies in Religion. N. H. Sonne	30
Extension Loan Service and Theological Education. H. M. Brimm	38
Procurement of Foreign Materials. Arnold D. Ehlert	43

TUESDAY, JUNE 15

<u>9:00 A.M.</u>	
Library Buildings and Equipment. H. H. Schmidt	52
Circulation and Reference Problems. Elizabeth Royer	59
 <u>2:00 P.M.</u>	
Discussion of Morning Reports	63

APPENDICES:

- Appendix A - Summary of Business Sessions
- Appendix B - Registration Roll (Conference Attendees)
- Appendix C - Seminary Libraries and Theological Education; A
Paper Read Before the American Association of
Theological Schools...June 15, 1948. L. R.
Elliott

1.

MONDAY, JUNE 14, 10:00 A.M.

(Presiding: President L. R. Elliott, Librarian,
Southwestern Baptist Theological Seminary)

REMARKS OF WELCOME

Walter N. Roberts, President
Bonebrake Theological Seminary

DEVOTIONAL PERIOD

Charles L. Pyatt, Dean
College of the Bible

SUMMARY AND PREVIEW

by L. R. Elliott

The American Theological Library Association is the result of antecedent forces. It is an organized body of trained, purposeful men and women. In the first year of its existence it already has some achievements to its credit. It has a challenging future full of significant possibilities.

I. The Antecedents. For some years past librarians of theological schools have held informal, regional conferences. In cities like New York and Chicago where theological schools are concentrated such conferences were natural occurrences. They helped create a desire for a permanent organization. In the fall of 1945 a dean and a librarian discussed the need for better librarianship and what steps might be taken to meet the need. From this private discussion came a resolution which was offered to and adopted by the American Association of Theological Schools at Chicago in June 1946. In the late fall of that year the seminary librarians of the Chicago area discovered a common desire for a professional meeting and held such a meeting December 28, under the chairmanship of Robert F. Beach. On December 13, meeting in New York, the Executive Committee of AATS, acting under the authorization contained in the Chicago resolution, formally issued a call for a meeting of the librarians of the one hundred ten member institutions, and appointed a committee to prepare a program and convene the conference.

II. The Organization at Louisville. In response to the committee's call 51 librarians met at Louisville, Kentucky June 23, 24, 1947. It was the first meeting on a national scale of the librarians of American Protestant theological schools. It was the expression of a widespread and fervent desire for professional contact. The program of six sessions was scholarly and purposeful. It explored problems and initiated planned efforts to find solutions of these problems.

An organization was formed, a constitution and basis of membership adopted, officers elected and special project committees appointed. Between sessions personal contacts were made, friendships formed, and by the end of the conference a comradeship existed which added much to the pleasure and value of the meeting. Throughout the conference the purpose to raise standards and improve service was felt and voiced.

MONDAY, JUNE 14, 10:00 A.M., (cont.)

III. The Achievements--The First Year. The five projects set up at Louisville were the beginning of efforts to find solutions of some of our problems. It was not expected that they would all reach their goals the first year. However some real gains have been made as today's reports will show.

The Executive Committee held its first meeting in Chicago, January 13, 1948, in connection with ALA mid-winter meeting. Eight of the ten members attended. The presence of President Walter N. Roberts, member of the Committee for AATS, added particularly to discussion of program for the Dayton Conference. The work of the Association was reviewed and the Dayton program outlined. The details of arrangement were left to the secretary and the president, the former carrying much of the responsibility with ability and devotion. This first Executive Committee meeting was a test of strength. It went beyond expectations. It set a pattern and inspired encouragement for the future.

The chairmen and members of the Project Committees with Vice president Morris, Secretary Beach and Treasurer White have worked with skill and zeal. They have responded to every call for service. They deserve grateful recognition from ATLA.

IV. Dayton and the Future. The future of this Association will be determined largely by what we do here.

Three things are important--the program, plans for the future, the spirit of the conference.

Program: The program will reveal group ability to do creative work. We will assess the value of activities reported, strengthening some, reorganizing others, adding new projects where needed. Some improvement of the organization may be desirable. This will call for attention to the report on the constitution.

Problems: There will be problems. They make life tingle. We will face them objectively and critically, discuss them dispassionately and fully, and, finally, resolve to give the decisions our best support. Some important questions are--How often shall we meet? and where? What shall be our relation to other bodies, such as ALA?

Two matters of special importance are (1) the AATS library study for 1948-50 and (2) the attitude we take on the place of the library in theological education. The former is an opportune effort to which we will surely pledge our full support. The latter is a functional principle concerning which this Association should make a well-considered statement, to be followed by sustained efforts to make this principle a growing reality in all our schools.

Spirit: The cordiality of the fellowship here will add much to the success of our efforts. The warmth of the tropics supports more vegetation than the cold of the arctic. New members are here who were not at Louisville. They will be welcomed as new recruits. By them the life and work of ATLA will be enriched and strengthened. Personal friendships, esprit de corps, group accomplishments are sequential elements in a success equation.

MONDAY, June 14, 10 A. M. (cont.)

This Association belongs to the entire membership--not to the officers. Each member shares the responsibility for preserving the democratic process. Free discussion from the floor on all matters will keep the program alive. Intelligent discussion will make it constructive.

Loyalty to ATLA and sustained enthusiasm for its program will spring from a conviction (1) that the Christian ministry is vital to man's highest welfare; (2) that theological education is an important process in preparing candidates for the ministry; and, (3) that scholarly library service is an indispensable part of theological education.

Sustained by this creed we stand committed to the highest professional standards, and to continuous improvement of both service activities and technical operations. In so doing we shall be like the worthy scribe "trained for the Kingdom of heaven . . . who brings out of his treasure what is new and what is old." (Matt. 13:52, RSV)

REPORT OF THE COMMITTEE ON PERSONNEL

Presented by Kenneth S. Gapp, Librarian
Princeton Theological Seminary

Renewed attention to the problems of training personnel would be of great value to the libraries of theological seminaries. A forward looking policy of personnel administration, if adopted by each seminary, would enable the librarians to work at the highest level of efficiency and would result in the strengthening of the services which the library can offer to the seminary. Only a few of the aspects of these problems will be discussed by the Committee on Personnel in its first report. The object of the present report is to lay the groundwork for the activity of such committees as may be appointed in the future, and to direct attention to acceptable procedures that are most suitable for developing competent librarians from new recruits. The committee has no intention of excluding other procedures that may be beneficial in special circumstances.

I. Librarians have usually realized that specialized subject knowledge is an important qualification for employment in certain types of libraries. This is particularly true of libraries which are devoted to special subject matters, as are most theological seminary libraries. Seminary libraries specifically aim to train personnel that will possess both a general competence in technical library procedures and a knowledge of the content of religion and theology. Various ways have been used to achieve this end.

(1) The oldest procedure is to appoint to an administrative position a person with recognized ability in religious scholarship with the expectation that he either will acquire an adequate knowledge of library methodology or will rely largely on technically trained assistants to give direction in the technical aspects of the library work of the seminary. This procedure has at times been successful when the theological knowledge of the individual so chosen is accurate and extensive, when he, released from all other responsibilities, is able to apply himself closely to library problems, when he maintains constant contacts

MONDAY, June 14, 10 A. M. (cont.)

with technically trained librarians, and when his associates are unusually able. It would be less satisfactory when the administrator possesses no special knowledge of the fields of theology, or when competency in technical procedures is not maintained by other members of the library staff. The acceptance of this method of obtaining librarians was inescapable during the last century. However, since the rapid development of libraries in recent years, this method survives today as an emergency procedure that is acceptable only when no other course of action seems possible.

(2) Another procedure, accepted somewhat more frequently in recent years, has been to require graduation both from library school and from a theological seminary for appointment to administrative positions in seminary libraries. This procedure has some support both from library schools and from theological faculties, for it is the only method that attempts by formal schooling to give the librarian a knowledge of both theology and library procedures. Despite the fact that schooling does not always give guarantee of success, this is probably the best procedure for individuals to follow who have already graduated from a theological seminary, and who lack the technical library training to meet the requirements for administrative positions. An equally valid method of education and training for theological librarianship would be for the individual who has had his theological orientation in an accredited seminary to begin working under supervision in a seminary library and then to simultaneously take training in a library school, if one is located in the community, or to devote summer quarters to attending a library school.

It is obvious that librarians who are competent both in library procedure and in religious knowledge are in a unique position to make a positive contribution to theological education and to the formation of useful theological collections. There is some indication today that graduation from both library school and theological seminary is an actual requirement for the head librarianship of large libraries, although long service in a well organized theological library might well serve as a worthy substitute for the completion of formal courses of study.

The supervision of a smaller seminary library does not demand such specialized knowledge as does that of the larger libraries, and in many cases the ideal requirements regarding formal training may be reduced. Whenever possible, however, general competence in library procedure, guaranteed either by formal library training or by adequate experience, would appear to be necessary. In such smaller libraries, the relative lack of specialized subject knowledge may be compensated for in part by strictly adhering to standardized library methods and by maintaining close contact with the faculty.

With regard to positions other than that of the head librarian, it is evident that the completion of a formal course of theological study cannot be made a requirement for employment, and cannot be regarded as in itself desirable. The knowledge of religion necessary for the satisfactory performance of most tasks in seminary libraries must be acquired by other means.

(3) A third procedure, widely accepted at the present time for many library positions, is that of requiring for initial appointment competence in

MONDAY, June 14, 10 A. M. (cont.)

library matters, acquired either through graduation from library school or through training, and of later encouraging the acquisition of a specialized knowledge of theology by various means while in employment. Such means include the intelligent performance of one's daily work, the careful study of classification and subject headings of theology, the continual reliance upon dictionaries, encyclopedias, text books, and other reference books in one's work, the attendance upon selected seminary courses during the year and at summer schools, the reading of theological literature, and the maintaining of frequent contacts with the faculty at every opportunity.

This point of view is now influential for the majority of positions in libraries, and, with greater opportunities for gaining practical experience in seminary libraries, may eventually become acceptable for superior administrators also. It places emphasis upon the careful selection of recruits, who, in addition to possessing a Christian character, a good cultural background, intellectual ability, and a stable personality, should have a sincere interest in the work of seminary libraries and a willingness to acquire a specialized knowledge of the content of religion and theology. The implication that most theological librarians are expected to acquire some knowledge of religious scholarship places, of course, an intolerable burden upon employees, unless the personnel policies of the seminaries directly encourage the acquisition of this knowledge by providing good opportunity for obtaining it, and by adequately rewarding employees with satisfactory salaries, provision for lengthened vacations and leaves of absence, professional status, and social prestige. If the importance of this approach to personnel problems should continue to grow in future years, it might be well for the American Theological Library Association to plan a program that would indicate in broad outlines what the personnel policies of the libraries should be with a view to encouraging the highest ideals of theological librarianship. Such a program should, of course, be preceded by a comprehensive survey of seminary libraries, and should preferably formulate its conclusions in categories that are graduated by the sizes of the libraries, so that the responsibility of each institution is proportionate to the size of its library and the extent of its resources.

(4) A fourth procedure has not been attempted in the past, but may become possible in the future. Practically all of the best library schools have been in recent years, or are at present, redefining their goals and modifying their methods and the content of their curriculum. Thus far there is no general agreement upon the basic principles that should be followed in the education and training of the special librarian. Nevertheless, the committee feels that further clarification of desirable pre-professional background courses and essential theological courses and library school courses and experience would help to further the interests of theological librarianship. Possibly a combination of theological education and technical library education in which one is treated as a major and the other as a minor would be an excellent compromise by which a college graduate could in two years get the essential preparation for entering upon theological library work.

MONDAY, JUNE 14, 10 A. M. (cont.)

II. In order to secure the adequate performance of specific tasks within the library organization, most libraries will find it necessary to employ some persons with neither library nor theological training. Employers of this kind place upon the seminary a responsibility both of giving adequate training for the assigned tasks and of providing opportunity to meet the requirements for acceptable service. Where the position is of a purely clerical nature, minimum requirements may be comparable to those required for clerical positions in other divisions of the seminary. When the tasks of such employees approach the technical aspects of library work or require some knowledge of religion, the requirements for employment and the responsibility of the seminary for adequate training are naturally increased. In general, such persons may perform well the service for which they have been trained by the institution, but they presumably will find difficulty in seeking advancement or in transferring to positions in other institutions, unless they possess high personal qualities and have been given a broader training than the performance of their specific tasks requires. Obviously, such employees will find their chances of advancement greatly increased by the satisfactory completion of a partial course of formal study. Yet, in view of the difficulty most libraries seem to have in preserving initiative and in developing administrative ability even in highly trained personnel, a career in theological librarianship would not as a rule seem to promise much without the completion of one year of library school. Exceptional individuals may break this rule successfully, but administrators will run the risk of misrepresenting the prospects for future employment if other attitudes are made the basis of institutional policy. When such employees have an adequate educational background, the employment of untrained help should be related to the program for recruiting librarians, if they are expected to go forward into professional library service.

III. The duties of the theological librarian and the importance of the proper accomplishment of his tasks require in general that the head librarian devote full time to library work. The librarian, whether man or woman, should possess an ability in librarianship comparable to the abilities of the faculty at corresponding levels of responsibility, and the opportunity to achieve this level of accomplishment in library work is usually denied by the acceptance of heavy responsibility for other forms of educational and religious service.

While the librarian should possess much of the knowledge and many of the personal attributes prerequisite to ministerial or professorial service, and while he should devote his knowledge and ability to the identical aim which his colleagues of the faculty strive to further, his special task requires that his efforts should issue primarily in a form of service clearly distinct from that of professors or of ministers. This form of service, which is distinctly that of the librarian, and which is now being rendered by no other person in the seminary community, is so to direct and control the library that the library directly ministers to the educational and religious aims of the seminary, to give assistance to faculty and students in the use of its resources, and to make some contribution to the development of theological librarianship. When these special tasks of the librarian are not performed in a full time capacity, the whole seminary, under normal circumstances, will suffer, and the adverse effect will fall most noticeably upon the educational work of the professors.

MONDAY, JUNE 14, 10 A. M. (cont.)

IV. The Committee on Personnel suggests that the American Theological Library Association give specific directions for the work, during 1948-1949, of the incoming committee on personnel.

Respectfully submitted,

A. F. Kuhlman
O. Gerald Lawson
Kenneth S. Gapp, Chairman
Committee on Personnel

Discussion following the above report focused on the possible desirability of arranging for a "major-minor" academic set-up in which a balanced program of study embracing both library methods and selected areas of religion and theology might be made available to the student. Graduate school of the University of Chicago was named as a desirable institution for such a program, but there would probably be a need for at least three other similar programs, perhaps at New York, Nashville, and San Francisco.--Editor.]

REPORT OF THE COMMITTEE ON RELIGIOUS PERIODICAL INDEXING

Presented by Jannette E. Newhall, Librarian,
Andover-Harvard Theological Seminary

The need for indexing more religious periodicals has long been felt by librarians, both in the seminaries and universities and also in the public libraries. A brief history of attempts to obtain such indexing was given by Miss Nofcier in her report to the Association last year (see Proceedings, 1947, p. 28). It is unnecessary to repeat her summary of ten years of work.

During the past year a Committee of the Religious Books Round Table of the American Library Association has been studying the problem from the public library point of view and the ATLA Committee has attempted to work in collaboration with it.

The purpose of the ATLA Committee has been three-fold:

- I. To discover whether seminary librarians want and will support a separate religious periodical index, or whether they prefer to urge upon publishers the inclusion of more religious periodicals in existing indexes.
- II. To learn what type of indexing is needed.
- III. To study practical problems of launching and financing an index.

To obtain information on the first two items and in the hope of getting some suggestions on the third, questionnaires were sent to 127 seminary and other religious libraries. Eighty-one were returned and 75 were scored, the others being too incomplete to record. The Committee struggled to make the questions

MONDAY, JUNE 14, 10 A. M. (cont.)

simple and to avoid the necessity of time-consuming answers. Perhaps they were too simple for they did not elicit as many additions and suggestions as were desired. But the cooperation and promptness of the librarians were appreciated.

I. The response to our first problem indicated very emphatically that seminary librarians need better indexing of religious periodicals, but there was considerable difference of opinion about the best way to achieve this. They voted 2 to 1 in favor of a separate index. (45 for separate index, 21 for expansion of present indexes--chiefly International, and 9 miscellaneous). Practical considerations led many to qualify their approval of a separate index. A quotation from one letter brings out the problem clearly: "My general feeling is that we in specialized libraries would be better served by having the better religious journals indexed in a separate index. However, the users of public libraries would perhaps be better served by having such titles retained in the general, existing indexes." Larger libraries in general voted for expansion of present indexes. They were doubtless influenced by the fact that, if a separate index were published on a service basis, the cost to them would be large since they would subscribe to most of the journals indexed. Smaller libraries, on the other hand, would profit by the indexing of many journals to which they did not subscribe as well as the ones on their subscription lists. The index would be a spur to intelligent inter-library borrowing.

Those who favored expansion of one of the present indexes made numerous helpful comments. Many felt that they must continue to subscribe to present indexes because of their coverage of secular magazines. It would be to their advantage to have more periodicals included in International or in Essay and General Literature rather than to add another index subscription.

The problems of public libraries also influenced the voting. One librarian pointed out a dual difficulty with the publication of a separate index: if entries were removed to it, the public libraries would be deprived of indexing of important religious periodicals or would have to subscribe to the new index. If, on the other hand, the entries were duplicated, they would not subscribe to the new index and their financial support of the project would be lost. Addition of more titles to International, in contrast, would spread the expense more widely.

Similar arguments bear on the relations which would exist with Catholic and Jewish libraries. Both would have an interest in some of the periodicals indexed, yet only the larger libraries would subscribe to a "Protestant" index. Only three of our seminaries reported subscriptions to the Catholic Periodical Index, although a few others had access to it in their University library. The same ratio would doubtless hold for Catholic and Jewish libraries.

A significant reason for maintaining at least the present list of religious periodicals in general indexes is that the public shall be kept aware of the place and contributions of religion to society. It would be unfortunate if the creation of a separate religious index were to increase the religious illiteracy of the layman who must depend chiefly on the public library.

MONDAY, JUNE 14, 10 A. M. (Cont.)

II. The second purpose of the Committee was to obtain information on the type of materials which the seminaries wished to have indexed and how they wished it treated. To secure this information two lists were prepared. The first list, drawn largely from titles suggested to Miss Nofcier last year, included periodicals not now indexed. It aimed to give examples of frequently mentioned titles in a variety of fields: missions, church work, religious education and homiletics as well as Bible and theology. Sample foreign periodicals were also included to discover how wide an interest there was in them. Strictly denominational journals and seminary publications were omitted, with the exception of one or two which were high on the list of votes last year. An opportunity to add titles was given, and good suggestions were received. The present lists should be treated only as an indication of type of interest, not as a definitive choice of titles.

It may be of interest to librarians to study the following lists which are arranged according to the number of libraries subscribing to each item: (Lists appear at the end of this report.)

Very few reporters took seriously the question raised in the instructions on List I as to whether the particular periodical really needed to be indexed. Most replies voted "yes" on every item to which they subscribed, whether they wished a separate index or inclusion in a present index. More consideration of this question is needed. One reporter who considers this point carefully says: "The 'no' replies on I indicate that, wrong though I may be, I really doubt the value of indexing these titles anywhere, especially since cost will be on that basis." He questions Bible Society Record, Expositor, Prophetic Religion, etc. The expense of indexing a large number of short articles is high and probably not justified by the need.

The scoring of List II (Periodicals Now Indexed) was interesting. Votes for individual items may be summarized as follows:

	<u>Duplicate entry</u>	<u>Transfer</u>	<u>No change</u>
International	55	134	56
Education	13	22	12
Readers Guide	16	10	9

The voting on items in the Catholic Periodical Index showed a lack of imagination both in the questionnaire and in the voters. The column on transfer of entry should have been eliminated here and voting should have been for the other two possibilities, for we do not want to urge Protestant interests at the expense of legitimate Catholic ones.

The whole problem of handling periodicals now indexed needs careful study before a fair recommendation can be made. The same principle which applies to Catholic periodicals would also apply to the attempt to transfer philosophical or Jewish items from International Index. They serve a wider group than the seminaries and should be left in the more general index.

MONDAY, JUNE 14, 10 A. M. (cont.)

In answer to the second General Question, seminary librarians expressed twice as much need for indexing research materials as for any other type. Church work techniques, current events, and book reviews were practically tied for second place and foreign periodical articles were twenty points lower in rank. This means that, for the seminaries, scholarly articles in English are most in demand. University libraries showed practically the same interests as the seminaries, except that they had more interest in foreign periodicals. Public libraries showed more interest in church work and in current events.

Opinion was pretty evenly divided on whether to index only periodical articles or to include books, reviews, and society publications. The latter is characteristic of the Magazine Subject Index and of the excellent bibliographies in some French and German periodicals.

Only ten seminary libraries are now indexing some periodicals for themselves. The consensus of opinion on undertaking a cooperative project among the seminaries was that it would be a fine thing to do but the libraries are already understaffed and overworked. Several expressed willingness to attempt some indexing and a few indicated specific journals which they would be glad to index.

III. The financial problems of launching a separate index are serious. Two possibilities have been considered by the committee: a Wilson Index and a Faxon Index.

A Wilson type Index, sold on a service basis, would be an expensive undertaking. The experience of the Catholic Periodical Index indicates that such an index cannot be published economically until the subscription list reaches 500. It seems improbable that we are in a position to guarantee 500 subscribers and our association is too young to assume heavy financial responsibilities. Furthermore, Mr. Wilson is skeptical about undertaking any new venture until the international situation is stable and until printing costs are at least predictable.

A Faxon type Index, similar to the Magazine Subject Index, is a real possibility. Mr. Davis of the Faxon Company is interested in our project, though not ready to commit himself definitely. He believes that an annual volume indexing some 50 periodicals, and in an edition of 500 copies (which might be sold in a ten year period) might be put out at a flat rate of \$10 per volume. Faxon indexes are edited at headquarters from data sent in by cooperating libraries, each library being given responsibility for preparing entries for two or three periodicals. If twenty-five libraries could be found that could contribute the necessary work annually--with reliability and promptness--such an index might be most practical. It is worth further investigation.

CONCLUSIONS

1. The Faxon and Wilson Indexes should be studied further.

MONDAY, JUNE 14, 10 A. M. (cont.)

2. If a separate index is to be initiated, a committee should study the list of titles to be included. Popular vote is instructive but would not give a balanced list.

3. Substitutes that may be urged if a separate index is delayed:

a. Urge incorporation of more titles in International and in Essay and General Literature Indexes.

b. Urge religious periodicals to provide their own indexes and, if possible, cumulative indexes.

c. Make the fullest possible use of bibliographies and indexes in existing periodicals, e.g. Revue d'Histoire Ecclesiastique and Biblica.

d. Encourage the preparation by subject specialists of subject bibliographies like the Chicago New Testament series.

e. Study cooperative indexing possibilities.

SOME HELPFUL BIBLIOGRAPHICAL AIDS IN THE FIELD OF PERIODICAL INDEXING

Biblica. Rome, Pontificio Instituto Biblico, 1920- .

(Contains excellent bibliographies of periodical articles in many languages on the Bible.)

Haskell, Daniel C. comp., A Check List of Cumulative Indexes to Individual Periodicals in the New York Public Library. New York, The Library, 1942.

(This volume is a great time-saver since one can discover which journals have published cumulative indexes and in which issues they appear.)

Revue d'histoire ecclesiastique. Louvain, Universite Catholique, 1900-

(Each number contains a very extensive classified bibliography in many languages, including English. It indexes a number of American religious periodicals. The chief limitation is that it is not cumulative.)

Die theologische Literatur des Jahres (1922-). Bibliographisches Beiblatt der Theologischen Literaturzeitung. Leipzig, J. C. Hinrichs, 1922-

(This was published at least through 1942 and it is to be hoped that it will continue. It is a classified index of books and periodical articles in many languages--German predominating. American and British periodicals and books are listed. It is the most valuable single source for such information.)

MONDAY, JUNE 14, 10 A. M. (cont.)

JOURNALS ARRANGED IN ORDER OF NUMBER OF SUBSCRIBERS CHECKING

(75 reporting)

LIST I

(Periodicals not now indexed in major indexes)

66 Religion in Life
 64 Theology Today
 62 Biblical Archaeologist
 58 Church Management
 58 Federal Council Bulletin
 56 Christianity and Crisis
 56 Journal of Bible and Religion
 49 American Schools of Oriental Research
 49 Interpretation
 48 Expository Times
 46 Anglican Theological Review
 46 Pulpit
 44 Bible Society Record
 44 Journal of Religious Thought
 44 Journal of Theological Studies
 43 International Student
 42 Crozer Quarterly
 42 Current Religious Thought
 40 Expositor & Homiletic Review
 33 Social Action
 31 Jewish Quarterly Review
 28 Theologische Zeitschrift
 27 Lutheran Church Quarterly
 24 Missionary Herald
 23 Protestant
 22 Congregational Quarterly
 19 Revue Biblique
 18 Missions
 18 Modern Churchman
 18 Prophetic Religion
 18 Vigiliae Christianae
 12 Revue de Theologie et de Philosophie
 7 Internationale kirchliche Zeitschrift
 7 Revue des Sciences Phil. et Theol.
 7 Revue des Sciences Religieuses
 7 Zeitschrift f. Theologie und Kirche
 6 Recherches de Theologie Ancienne..

LIST II

(Periodicals now indexed in major indexes)

73 Christian Century
 68 International Review of Missions
 67 Journal of Religion
 65 Christendom
 58 Church History
 58 International Journal of Rel. Ed.
 57 Hibbert Journal
 57 Journal of Biblical Literature
 57 Religious Education
 55 Harvard Theological Review
 51 Journal of Near Eastern Studies
 48 Review of Religion
 40 Muslim World
 39 Bibliotheca Sacra
 36 Christian Education
 32 Journal of Philosophy
 31 Ethics
 30 Personalist
 29 Philosophical Review
 27 Church Quarterly Review
 27 Theological Studies
 25 Catholic Biblical Quarterly
 24 Commonweal
 19 London Quarterly & Holborn Review
 16 Commentary
 13 Catholic World
 13 Liturgical Arts
 12 Catholic Historical Review
 12 Mind
 11 Thomist
 10 Ecclesiastical Review
 9 Menorah Journal
 7 Franciscan Studies
 6 Dublin Review
 6 New Scholasticism
 5 Catholic Action
 5 Modern Schoolman
 4 Catholic Education Review
 2 Eastern Churches Quarterly

MONDAY, JUNE 14, 10 A. M. (cont.)

- 6 Svensk teologisk Kvartalskrift
- 5 Norsk Teologisk Tidsskrift
- 5 Recherches de Science Religieuse
- 5 Nouvelle Revue Theologique
- 3 Downside Review
- 2 Schweizerische theologische Umschau

Respectfully submitted,

Charles E. Batten
Lena B. Nofcier
Jannette E. Newhall
Chairman
Committee on Religious
Periodical Indexing

PUBLICATIONS AND OUT-OF-PRINT RELIGIOUS BOOK SURVEY

Presented by Robert F. Beach, Librarian
Garrett Biblical Institute

A variety of activities has fallen into the lap of the Publications and Out-of-Print Committee since the Louisville Conference. I will group my comments under two heads: I - the matter of publications, including the publicizing of the purposes and work of ATIA; and II - the execution of the specific out-of-print religious book survey, in which so many of you helpfully cooperated.

I - PUBLICATIONS. Doubtless it was in the minds of some of us at Louisville, a year ago, that a newly-formed organization could be strengthened by the publication of a regular organ of communication, however informal it might have to be in view of our infant state. While a full-grown "journal of theological librarianship" has not thus far eventuated, a few comments may here be in order on the humble beginnings along this road, namely the Proceedings and the Mid-winter News Bulletin.

Following the Louisville Conference, detailed Proceedings (76 pages) were prepared in mimeograph form. Two hundred copies were distributed: to attendees of the Conference, to libraries of member institutions of AATS, to library schools, to the Library of Congress, to church historical societies, to executives of AATS, to professional journals, and to individuals requesting copies. Surprisingly enough, 200 copies failed to meet the demand, and it has been necessary to set up an informal system of loan copies to meet recent requests. The Proceedings have served as a general publicity aid for the Association. Numerous letters of appreciation have come from persons who could not attend the Louisville Conference. The library journals have commented favorably upon the purposes and program of the Association as revealed in this first "public" view of its program and aspirations.

MONDAY, JUNE 14, 10 A. M. (cont.)

On February 25, 1948, soon after the meeting of the Executive Committee in Chicago, a Mid-winter News Bulletin (4 pages, plus supplement) was issued, summarizing the work of the Association to that date, particularly with regard to the six special projects set up at Louisville. This Bulletin, too, has served as a flexible means of "education" in contacts with individuals inquiring about the work of ATIA. Here again, professional journals have given space to our work, as drawn from the pages of the Bulletin.

In sending copies of the Proceedings and the Mid-winter News Bulletin to the editors of the professional journals, an invitation was extended to call upon the Association for the preparation of articles along the lines of our special concentration and competency. Specifically, in this connection, editors were invited to consider the publication of several of the individual papers from the Louisville Conference, in order thus to give them a wider audience. Although this much good fortune was not ours, it may be recorded that the following journals have given space to the work of the Association during the past year, some of them repeatedly: American Library Association-Bulletin, Library Journal, Publishers Weekly, Wilson Bulletin, Collere and Research Libraries, and Theology Today.

An article describing the Out-of-print religious books survey was submitted, by request of the editor, to the Pulpit Digest, and is scheduled to appear in the July book supplement issue. The Antiquarian Bookman proposes to focus a current issue on this project, and the needs which it has revealed.

II - OUT-OF-PRINT SURVEY. At the Louisville Conference, it was recommended that the Secretary be commissioned to serve as a clearing house for evidence as to the demand for out-of-print and hard-to-secure religious books. This simple suggestion, lightly dropped, has turned out to be a rather considerable enterprise, and one with continuing possibilities of value, we hope, for publishers and users of religious books. Although a brief account of the Survey was prepared for the Mid-winter News Bulletin, it may be useful to present for the record a fuller account of its execution, including a comment upon the present status of the project.

Correspondence with the pertinent committee of the American Library Association revealed the fact that such a survey would not duplicate any effort on the part of that Association. Aims of the survey were to demonstrate the following, in factual terms, to the publishers of religious books: (1) which titles, now out-of-print, are in continuing and substantial demand; and (2) what is the extent of the actual demand, in terms of buyer expectancy, within the near future, say a period of from three to five years? Upon the gathering and formulation of such data would depend the possibility of re-issue of the titles most needed.

During the summer, the invaluable experience and services of Mr. Alec Allenson, of Blessing's Bookstores, Chicago, were co-opted. Moreover, an early expression of cooperative interest on the part of the Religious Publishers Group gave encouragement in approaching the task. Obviously it would be a major service to the publishers themselves to demonstrate systematically the extent of

MONDAY, JUNE 14, 10 A. M. (cont.)

the demand for their respective titles. In these days of high production costs, no publisher could be blamed for declining to reprint a book on the basis of "hunch" alone!

With the help of Mr. Allenson, and the guidance of a number of the theological librarians in the Chicago area, a suggested check list of out-of-print religious titles was prepared. This list included titles known to be out-of-print, and known or suspected to be in some demand. It was a selected list, chosen partially on the basis of Mr. Allenson's records of what had been most heavily and consistently sought after during the past few years. The selection was altered in terms of the experience of the seminary librarians, who were in a position to represent typical institutional needs. For practical purposes, the titles were broken down into two groups: (1) a primary list of 102 titles, for which the heaviest demand was expected; and (2) an additional suggestive check list of approximately 300 titles, which was designed to stimulate additional recommendations by participating librarians, as well as to list in briefer form a substantial number of books for which a lesser demand might be expected.

Each section of the list was arranged in its own alphabet, and a checking space prepared for the recording of an estimate of the local need for the titles listed. Categories for checking were the following (in terms of numbers of copies): Library Need; Individual Needs (i.e. faculty and students); Institutional Purchase for Class Use; Stock for Student Book Store; Other Needs (specify). The Librarian was asked to be responsible for gathering all available figures for his library and institution. Through a covering letter describing the project, it was made clear that the report would "not be interpreted as an order", but that the findings would provide "essential data upon which the publishers may base their decisions on what books to reprint at the earliest possible date." A blank space was provided for the listing of "write-in" titles not included in the mimeographed check lists.

Approximately 1,400 letters and questionnaires were mailed, to the following groups of institutions:

(1) Librarians of member seminaries of the American Association of Theological Schools (104).

(2) Librarian members of the Religious Books Round Table of the American Library Association. (app. 25).

(3) A selected list of public, university, college, and Bible institute libraries, known to be users and purchasers of religious books (app. 1271).

SURVEY RESULTS. Approximately 170 replies were received. Of these, 150 were received in time for scoring, and were in such shape as to be usable for tabulation. Within the four groups outlined above, as was expected, the heaviest need for titles was expressed by the seminary libraries of the member institutions of the American Association of Theological Schools, representing, for the most part, the larger, older seminary libraries. Of this special group, 60 (or 58 per cent) returned the forms for tabulation.

MONDAY, JUNE 14, 10 A. M. (cont.)

The 150 questionnaires were tabulated, not only as to the 402 titles on the two mimeographed check lists, but including also 661 additional titles which were "written in" by the responding libraries. In all, 1063 individual titles were recorded. The large number of "write-in" titles indicate an encouraging degree of interest and initiative on the part of cooperating libraries. Moreover, such a wide spread of base serves to validate and emphasize the extent of the demand for those titles which reached the higher brackets in terms of actual numbers of copies sought.

Extent of the demand for the 1063 titles tabulated ranged from 0 to 677 (the greatest need being expressed for Temple's Nature, Man, and God.) One hundred and sixty titles were cited for 50 or more copies; of these, 37 ranged between 100 and 199; 19 between 200 and 299; 13 between 300 and 399; 5 between 400 and 499; 4 between 500 and 599; one title alone (Temple) being in demand to the extent of over 600 copies.

All titles for which a demand of 50 or more copies was expressed were sifted and broken down by the individual publishers concerned. One hundred and sixty titles were thus reported upon, to 18 publishers; an average of 8.8 titles per publisher. In the case of several publishers, single titles were reported upon; in the case of one major firm, 40 titles were listed. Results of the survey were presented to the Religious Publishers Group at its November meeting in New York City, following the expressed desire of that group to have such data prepared and presented. The report consisted of a description of the basis upon which the survey was carried out, plus an individual record for each publisher, of the titles of his own firm. In presenting the figures, it was felt that the original publisher alone should be given the data, and that he should have ample opportunity to consider the possibility of re-issue. Mention was also made of the possibility of arranging for re-issue, by other than the original publisher, provided, of course, the rights of the original publisher should be fully protected.

Publishers have responded with genuine interest and appreciation. In most cases they have replied by accounting for the complete roster of their titles cited. In many instances, as was suspected, re-issue is impossible because of insufficient demand. In the case of a number of titles, a helpful report has been received of special stocks available, and of plans already formulated for revision and re-issue. Out of a list of 160 titles submitted, it has been possible to report favorable and constructive action on a large number. In February 1948 a composite list of "Publishers' Decisions" was prepared and distributed, giving for 66 titles the specific intention of the respective publishers concerned. (A revised list is now available, incorporating publishers' decisions made since the appearance of the February list.) Publishers' decisions were of the following type: "In print"; "Reprinting in England"; "Being revised and enlarged for re-issue"; "Re-issue probable"; "Temporarily out of stock"; "Awaiting delivery from England"; "New edition in preparation"; etc. etc.

Generally speaking, the titles for which the heaviest demand was expressed are being planned for import, revision, or re-issue, if indeed they are not already again available. (In reporting this prospect, too much credit should not be attributed to the Survey, for in most instances publishers had already prepared

MONDAY, JUNE 14, 10 A. M. (cont.)

plans, the findings of the Survey merely validating their earlier decisions. It should be remarked, too, that with the best will in the world, a publisher is not always able to live up to the "decision" reported to us, particularly with regard to the timing of a book's re-appearance!

Perhaps the knottiest unsolved problem attaches to a few titles for which a substantial demand was expressed, but for which plates have, unfortunately, been destroyed. Two approaches have been opened up, in an effort to reach a solution. First of all, following receipt of knowledge of the original publishers' decision against re-issue, a small firm which specializes in re-printing and publication of scholarly, specialized books, was approached concerning the possibility of bringing out again a few excellent titles whose continuing demand is substantial, but for which plates do not exist. In the case of two such titles, the original publisher chose not to release them, but agreed to make special effort to obtain stock from England, the titles being imported ones. In the case of the remaining books, the probable market did not appear convincing enough to persuade the firm to undertake arrangements for re-issue. Further approaches should be made in this direction if circumstances justify.

Secondly, some investigation has been made with regard to the possibility of re-issue by the alternative processes of lithoprint, microfilm, photostat, and micro-card. While the road here is not closed, costs continue to be a major barrier. Further study of the problem is required.

In remarking upon the areas not covered by this survey, one should mention the problem of the non-English books, published abroad. Very few such titles have been covered in the project. They constitute a field for further investigation.

In conclusion, two values have emerged. First, specific data has been gathered and placed in the hands of the publishers concerned, who attest its usefulness. Secondly, a channel has been opened for continuing cooperation between theological librarians and religious book publishers in handling problems of vital and mutual concern.

Respectfully submitted,

Margaret Van Raden
 Raymond A. Bowman
 Robert F. Beach, Chairman
 Committee on Publications and
 Out-of-print Religious Book Survey.

BUSINESS SESSION

(SEE APPENDIX A)

MONDAY, JUNE 14, 2:30 P. M.

(Presiding: Dorothea Conrad, Evangelical
Theological Seminary, Capital University)CATALOGING AND CLASSIFICATIONPresented by Lucy W. Markley, Librarian
Union Theological Seminary

Your committee will report on several matters in this field. The first pertains to descriptive cataloging, the second to subject cataloging, and the others to classification.

1. In the field of descriptive cataloging, we are happy to report that Dr. Crismon will approach the Cooperative Cataloging Committee with a proposal to finish cataloging Migne, and to catalog the Ante-Nicene Christian Library, the Ante-Nicene Fathers, and the Nicene and Post Nicene Fathers. Dr. Easton, Librarian of General Theological Seminary has done a part of the work on Migne, but there is no hope of his being able to finish this important work. All Seminary libraries are awaiting the cards with which to analyze one or more of these valuable sets. Dr. Crismon is prepared to offer card copy, which will be printed at the Library of Congress, and distributed in accordance with Cooperative Cataloging Committee procedure.

2. The greatest aid to subject cataloging in religion which has ever come to hand is Miss Pettee's List of Theological Subject Headings, published in 1947. She took her list of subject headings to Yale, and interfiled it with all the subjects in religion developed at Library of Congress. Even the references are included. Such a tool should not be missed by any Seminary Library. You can find out quickly the subject headings used by Miss Pettee at the time she completed her work at Union. They differ greatly in some fields from those published in 1924. You can also find, in the same list, the corresponding subjects used at Library of Congress, if different. You can take your choice, or go on and make your own headings, for any given topic.

Subject work is much easier to keep up to date than classification. If a new term develops, you can use it, making a few references and perhaps a few changes. You can leave the older books under the older headings, in many cases. Subject work is quite flexible and easily changed. It does not involve the whole network to add a new subject and tie it in to related subjects. And it usually does not involve any changes in or on the actual books. But in classification it is sometimes like pulling out one whole wall of a house to rebuild it. This is because your classification is a carefully integrated construction, based on some theory of knowledge.

3. In classification, we will discuss only a few of the problems which are forced on us by the changing times. In any classification, some of the necessary development is merely chronological. It is merely the recent books on the same topic, which still stands in the same relation to other topics. If desired, and especially if the holdings are large and still growing, a new number can be added, following the original number, for the newer books. This we have done at several places in the Union Classification, as for example with the books on Social Christianity.

MONDAY, JUNE 14, 2:30 P. M. (cont.)

But changes are not always so easy. If the whole field of knowledge has been revolutionized since your classification for that field was made, it simply won't fit the literature of and since the revolution. Mere chronological developments will not serve. The relationship of topics, and probably their coverage, has been changed, and you are stuck with an outmoded scheme. If you have too many books to change, you grind along as best you can, trying to stifle your discontent. But the newer books will not go in and sit down peaceably in your old classification. This is our situation with Psychology, and I am afraid we are not much better off with Religious Education. Both these sections of our Classification were worked out long ago, probably about the time of the first World War. Dr. Harrison Elliott stated the situation in a nutshell when he said that just after Miss Pettee had done her work on Psychology, the whole field was revolutionized. The schedule was not reworked, so it has been a failure at least for the current literature, ever since. Our classification for Religious Education needs a thorough overhauling, for the sake of other libraries. We have so much material that I doubt if we could ever afford to reclassify it. The moral is obvious. When you adopt a classification, try to have it up to date, well suited to your needs. If you achieve this, you will not be faced later with too much out of date schedule, for few areas of interest to theology have been revolutionized as have Psychology and Religious Education.

Another difficulty facing many of us springs from a defect in our classifications. Of the three major classifications for seminary libraries, only one, the Library of Congress, has made provision for general works on Christianity. There it is located, and rightly, at the beginning of the schedule for Christianity (BRI-137). It provides for the many periodicals and books on Christianity in general, its nature and status, which are not definitely of a historical or a doctrinal character. Unfortunately for us, the number of such books is legion, and more are being written every day. Users of Dewey find in consequence that 261 is being heavily overloaded with books of this type, whereas it should be a collection of books on the nature and functions of the church. In with such books are mixed these books with an overall picture of the Christian movement today. As for the Union scheme, I discovered that such numbers were lacking before I had been working a week. Miss Pettee explained that the whole classification was about Christianity, in its various aspects. Where do we put these books in the Union schedules? If they seem historical in tone, we put them in IT, if doctrinal in RK numbers, if they read like the books on social Christianity they are put with them, and so it goes. We have many places for such books, and some of them are thus more accurately placed. In other cases, however, the book really belongs in general numbers at the beginning of the schedule for Christianity which don't exist in our schedule. Miss Pettee was building a classification for all books a seminary library might ever own. She therefore wove sacred and secular into one great sequence. This is workable and excellent in most respects, but there seems to be no logical place for these general works on Christianity.

Mr. Crismon advises us that 261 is not the only number in the Dewey 200's which is being overloaded. Doctrine (230) personal religion (248) and Judaism (296) are badly in need of development. Mr. Crismon goes on to suggest that one should try hard at such points to decide that the book in question is to be treated as lectures, as the issue of a society or institution or organization, or

MONDAY, JUNE 14, 2:30 P.M. (cont.)

as an outline or syllabus. Thus it can be subdivided according to Dewey decimals, and will not further overload the main number. This is an excellent and very practical suggestion.

We have been asked about the new ecumenical bodies, especially the World Council of Churches. At Union we have already made provision for the World Council in JR12. Both Dewey and Library of Congress have a suitable location for any such bodies.

Cooperative organizations much be distinguished from mergers. Denominations form organizations for mutual benefit and united effort, without any idea of merging. Due to our President Van Dusen, we are obtaining for the Ecumenical Library the reports of many such bodies. We have the British Council of Churches and I believe the New Zealand Council of Churches. These go in the church history numbers of the country, but there is an exception. In our own country, the Federal Council of Churches has been placed over in W, far from American church history. All things considered, I believe this wise. The bulk and the nature of the materials emanating from the Federal Council would seem very unsuitable if found on the Church History shelves. The exception, therefor, seems to me not a mistake, but a wise exception to the general rule.

When denominations unite, what shall we do? The answer came to me from Miss Grace Fuller of Yale University. Others could not perceive that we must accept the new body as something different from either parent, and provide for it separately, as you would provide a cradle or bed for the new baby. But Miss Fuller knew that it was no use to evade and temporize, that we should accept the new body, making the new heading in the catalog, and new schedule in our classifications. As for a new schedule, if one of the merging bodies dominates, it is often advisable to locate the merger right after it. But no matter where you can put it, you must make a new schedule. Miss George, right here at Bonebrake, has this very problem in mind right now, with the merger of the Evangelicals with the United Brethren.

Finally, our President Van Dusen has been so active in the search for ecumenical materials that he has raked up pamphlets about projected mergers between one denomination and another which fell through long ago, which hardly anybody now remembers. We have been obliged to provide for them at Union in new numbers near the beginning of our American church history schedule. This follows the principle that specific proposals, and actual mergers, belong in schedule for the country, as also cooperative organizations, with the exception of our Federal Council. This leaves in JR, in the Union scheme, only world wide bodies of ecumenical aims, and general discussion, theorizing and history of the ecumenical movement in general.

Your committee submits the above suggestions for your consideration.

Leo T. Crismon
T. A. Mueller
Lucy W. Markley, Chairman
Committee on Cataloging and Classification

MONDAY, JUNE 14, 2:30 P.M. (cont.)

REPORT OF THE COMMITTEE ON PERIODICAL EXCHANGE

Presented by Evah Ostrander, Librarian
Chicago Theological Seminary

The following plan is one of two being suggested by the committee as a means of exchanging duplicate periodicals held by member libraries of the Association. This plan is patterned on that of the Medical Library Association which has worked successfully for many years. The plan is based on listings with the idea that no periodical move from its original holder until sent to the library requesting it.

1. The list to be issued at the frequency of intervals decided upon by vote of the ATLA members.
 - a. A semi-annual or quarterly list submitted by all the member libraries.
 - b. A quarterly list dividing the membership into area groups and listing the holdings of one area each time.
2. The number of pages included in the lists be limited to a definite number as a basis for computing costs, and convenience in mailing and checking. A 32 page list is now suggested.
3. A standard form for listing the periodicals shall be set up. Abbreviations to be used as much as possible to conserve space, but leaving no doubt as to the title and issue of the journal. Each library contributing its list shall conform with this pattern, and submit its list accordingly. This will facilitate any work necessary in arranging and editing the lists by the typist who cuts the stencil for the final form.
4. Each library shall have an equal opportunity to obtain periodicals offered for exchange, as no preference shall be given to any one library. The periodicals being sent in the order in which the requests are received.
5. There shall be no charge for the periodicals offered for exchange other than the payment of transportation charges. The purpose of the Exchange being to benefit each member library by helping to build up periodicals collections.
6. Each library shall submit its request on a standard form set up by the Exchange Committee. The sample form being given to each library, and each library making its own supply.
7. Each library shall pay a stipulated fee to defray the expenses of sending out the lists. This amount to be determined by the ATLA.

Expenses will include: cost of paper; preliminary assembling of lists; cutting and running of stencils; addressing labels; stamping and sending out of the lists.

We suggest that this be done by a standard mimeographing concern who will

MONDAY, JUNE 14, 2:30 P.M. (cont.)

take care of all of the details after the copy and the mailing list is submitted to them. We have received an estimate from one mimeographing office. They will make 100 sets with mimeographing on both sides of the page - cutting 32 stencils - and assembling them for mailing, addressing and inserting the copies in envelopes for \$108.30. Allowing for unforeseen expenses and postage the lists could be sent out each time for approximately \$125.

8. Each cooperating library shall be given a key number to facilitate identifying the library offering the periodicals and to conserve space on the lists. For the basis of this we suggest the symbols used in the Union List of Serials. Those libraries not having key numbers being assigned ones patterned after those now assigned to other libraries.

This plan and the one to be presented by Mr. Stillson Judah, which is based on the Farmington Plan, we submit to you for your discussion and suggestions.

(Mr. Judah's report follows.)

A SYSTEM OF DUPLICATE PERIODICAL EXCHANGE

Presented by Jay Stillson Judah, Librarian,
Pacific School of Religion

In any system of duplicate periodical exchange there are three factors which are always present. Libraries (1) must make known their wants, (2) must inform other libraries of duplicates available for exchange, and (3) must send these duplicates to libraries needing them.

In every present system that I have seen in operation a library at periodic intervals either indicates its wants to every other library or makes known its duplicates. In all these systems this will always involve checking long lists of periodicals against one's holdings or wants, whichever the case may be. But in either event both one's own holdings and one's want-items must be periodically made known, and these operations must be continually repeated every time a list is received. This waste of time is unavoidable in all present systems.

At the mid-winter session of the ATLA Executive Committee a radically different system was presented.

It was suggested that each participating library be assigned a limited number of periodical titles from the total list subscribed by our entire organization. For these titles only, it would receive all duplicates that other libraries had to offer.

A list of the libraries and the specific titles for which each would be responsible would be prepared and circulated to each library for reference. Any library having duplicates would send them to the designated repositories. In reverse, as was pointed out, any library wishing material of a certain title would make requests of the library assigned to keep that title. The form of request

MONDAY, JUNE 14, 2:30 P. M. (cont.)

could be standardized, and the request filled at once, if possible; or if not, filed for future fulfillment. Requests would be filled or filed in order of their receipt.

Some of the advantages of this system are that individual libraries would need to service only a limited number of titles, and there would be no long lists to be checked against one's wants; further, each library would have to indicate its wants only once, and then could rest assured that they would either be fulfilled or a permanent record of each want would be kept for each item, and would be fulfilled in its turn, whenever in the future any library in our organization offered the specified periodical as a duplicate.

Although these advantages of this system can be readily seen, there were a few wrinkles which had to be ironed out with slight revision of the system.

These objections were (1) the difficulty of determination of original assignments of titles, (2) the matter of the cost to ship materials to designated servicing centers, (3) the possibility of some crowded libraries being swamped with unwanted duplicates.

With these objections in mind one slight revision was made. Instead of sending one's duplicates to a depository, a penny post card noting the duplicates is sent instead. If these are duplicates needed by another library whose record is on file, the receiving library merely relays the request to the library offering the duplicates. If no notification is received within a month's time, the library sending the original notice may dispose of its duplicates, as being ones not wanted by any member of the association.

One additional advantage can be gained through this system which cannot be gained in other systems. It is possible to retain any number of duplicates offered so that future lacks through wear, defacement or loss may be more readily filled. Many of our libraries have probably experienced some losses in some of our older, but still valuable volumes, and in many cases the replacing of these volumes is seemingly impossible, the reason being of course, that long ago many duplicates held by other libraries were discarded. I should like to see some way established that this may be remedied, at least in part. For more important periodicals we should have some means of ensuring that a number of these duplicates be kept for these future lacks. This would also be a help to smaller libraries now operating on small budgets, but which in the course of time would be gradually subscribing to more titles. When this happens, it would be very provident, if we should be able to supply them with long files of back numbers, which they could perhaps never get under any other system. Thus I should suggest that as an arbitrary number, we might attempt to keep a maximum of at least five duplicates of the important periodicals. A slight revision makes this possible. Cards denoting duplicates offered of any one of these titles could be kept filed until five are reached. These would be recorded on a master card for each periodical. Libraries offering these would retain their files automatically, if they received no notification to send duplicates to fill some other library's wants, realizing that their holdings were one of five copies to be held. After that number is reached, any cards received would be simply returned to the senders, who would know that they could immediately dispose of their files, and feel assured

MONDAY, JUNE 14, 2:30 P. M. (cont.)

that if a future lack arose, it could be quickly filled. Libraries holding large files and having crowded conditions in their libraries, could indicate that condition on their cards by the word "crowded" being typed on the card. A red tab could be put on that card when filed away, and be given priority to supply the first requests that fell within their holdings.

The fact that under this revised system duplicate periodicals would not move from the original library, except when sent directly to a library needing them, or when disposed of, should meet the above-mentioned objections in toto.

Now if we compare this system with that of the Medical Library Association system, as excellently revised by our chairman we see that:

(1) In both cases information in regard to one's duplicates is given, but in the Medical Revised System this is done by each library at a definite time once in two years; in the other system it may be done any time according to one's convenience, not to exceed two years. This allows for quick disposition of many unwanted duplicates, if desired.

(2) In both systems checking of periodicals must be done, but in the Medical Revised System, thirty-five pages must be checked twice a year against one's wants, while in the other system the only checking done is when notification is received of available duplicates of the few titles for which that particular library is responsible.

(3) In both systems the wants are indicated, but in the Medical Revised System the wants must be checked and indicated every time a list arrives. This means a duplication of checking the same volume many times perhaps, and requesting it perhaps as many times without success. In the other system the want is indicated only once, and one can then rest assured that when, in turn, the item is available, it will be automatically received without any further notification.

(4) In the present system again, there is no fee for the compilation of lists to be sent to all libraries, since there are no lists.

(5) This system has the added advantage that if it is desirable that some duplicates be kept for future need, any number decided upon may be kept, if duplicates are available.

Respectfully submitted,

Winifred Eisenberg
 Jay Stillson Judah
 Evah Ostrander, Chairman
 Committee on Periodical Exchange

MONDAY, JUNE 14, 2:30 P. M. (Cont.)

A SURVEY OF THEOLOGICAL LIBRARIES OF AMERICA: A PROPOSAL

By A. F. Kuhlman, Director
Joint University Libraries.
Nashville, Tennessee

More than fifteen years ago Dr. Raymond P. Morris, Librarian of Yale Divinity School, made an instructive survey of seventy-eight theological libraries in America. An abstract of this report was published as a part of the study of the Education of the American Ministers.¹ On the basis of his findings, Dr. Morris concluded that the theological libraries had not participated in the rapid development and progress of college and university libraries in this country, that their equipment was decidedly inferior. He concluded that perhaps the chief reason for this lay in the prevailing teaching methods in theological schools, the character and training of the faculty, and the subject matter taught.

He pointed out that until the library is looked upon as an active teaching unit, as a laboratory wherein students are taught to think constructively, to create rather than to receive, it will remain as it is, a decidedly secondary unit in the institution it serves. Continuing he said: "The prevailing atmosphere of theological libraries is that of an institution whose spirit, development, subjects emphasized, management and activity have lost touch with the educational stress and development so prominent in college and university libraries. . . It is probably correct to assume that the majority of theological students graduating from American seminaries never have the opportunity to acquaint themselves with good libraries, and graduate with but a limited knowledge of the literature of any subject."²

"The libraries considered in this study are as a group improperly and inadequately staffed to carry on a successful type of library service. . . That the (theological) librarian should be one who is well prepared to aid and to stimulate research, has a knowledge of modern teaching methods, possesses initiative, and receives the consideration and place of a regular member of the faculty, is a concept that as yet has not been achieved."³

In these statements Dr. Morris did not go beyond the facts in his report.

In the light of the foregoing statement, it is encouraging to witness the constructive interest shown by the presidents and deans of the American Association of Theological Schools with reference to their libraries. In their long-range program they have decided to concentrate in the biennium 1948-50 upon the improving of their libraries. With that in mind they have encouraged their librarians to organize as a professional group for the improvement of theological

-
1. Institute of Social and Religious Research. The Education of American Ministers Volume III, page 149-191. 1933.
 2. Ibid., page 189.
 3. Ibid., page 189-190.

MONDAY, JUNE 14, 2:30 P. M. (cont.)

libraries and theological librarianship.

The new American Theological Library Association has been launched and has performed upon a high professional level. It has demonstrated that there is, in this group of theological librarians, a great deal of potential leadership which has hitherto not been fully used. Certainly, in the absence of a professional organization theological librarians have been handicapped in seeking to improve their library resources and services as an instrument to further instruction, research and intellectual growth.

The adequate development of our theological libraries calls for a joint effort in which the administrators of our theological schools, their faculties and their librarians cooperate and participate. I believe the time is now ripe for a sympathetic and searching study of how we can best improve our theological libraries. While there has been marked improvement in many of our theological libraries yet in some respects many of these libraries are about where our college libraries were twenty years ago when the Carnegie Corporation became interested in them and sponsored an effective plan for their improvement. The pattern followed in 1928 in that effort to improve college libraries would, I believe, with some modifications be a desirable one for the American Association of Theological Schools and the American Theological Library Association to consider as the next step for the development of our theological libraries. That plan included the following steps:

First, an Advisory Group on College Libraries was set up to develop and carry out a program for vitalizing and developing the libraries of the four-year liberal arts colleges. It consisted of three of the ablest college presidents of America--Aydelotte of Swarthmore, Lewis of Lafayette and Wilkins of Oberlin; two college deans--Gildersleeve of Barnard and Hawkes of Columbia, and two outstanding university librarians--Keogh of Yale and Bishop of Michigan. Dr. Bishop served as chairman of the group.

Second, this Advisory Group made a study of all phases of the libraries of 200 colleges to discover their points of strength, needs and limitations and opportunities. Dr. William M. Randall conducted this survey and reported his findings in 1932 in a book entitled The College Library.⁴

Third, the Advisory Group had Charles B. Shaw prepare a List of Books for College Libraries.⁵ He compiled it with the assistance of the faculty of Swarthmore College, numerous college librarians and college professors. It became a measuring rod of the adequacy of the 200 college libraries surveyed and later became a bibliographical tool for college librarians and professors to select titles for their collections. It has also been used in college library surveys and by accrediting agencies.

4. Randall, William M., College Library. Chicago, A.L.A., 1932.

5. Shaw, Charles B., Editor. List of Books for College Libraries. Chicago, A.L.A., 1932

MONDAY, JUNE 14, 2:30 P. M. (cont.)

Fourth, the Advisory Group had James T. Gerould, then Librarian of Princeton, prepare a book on The College Library Building⁶ published in 1932. This has been most useful to librarians planning new college and university library buildings.

Fifth, under the guidance of the Advisory Group, the Carnegie Corporation made grants to 83 college libraries totaling more than a million dollars for improving their book collections over a period of five years. Colleges were selected for these grants after the Advisory Group had completed its studies of the college libraries of the whole country. An attempt was made to select college libraries in different regions on the basis of the promise they held for the future.

Sixth, the Advisory Group evolved gradually, adopted and published a set of standards for college libraries. Those have been most helpful to college presidents and their librarians, also to accrediting bodies and those interested in improving the college library.

Practically this same pattern of development was followed by the Carnegie Corporation to improve the junior college libraries between 1934-37. Grants for books were made to 92 junior colleges totaling \$300,000. A List of Books for Junior College Libraries was prepared under the direction of Foster E. Mohrhardt. It contains 5,300 titles then in print. It was checked by 179 colleges, and 184 of the libraries in this group were visited by field representatives to gather information that might serve as a guide to the Advisory group in making the grants. Standards for junior college libraries were also developed and published by the Carnegie Corporation in 1937.

A similar plan was followed to strengthen the libraries of teachers colleges, colleges for Negroes, state colleges and technological schools in 1938-42. Grants were made to 31 teachers colleges totaling \$198,000 to strengthen their book collections. Also, grants totaling \$100,000 were made to 28 colleges for Negroes, \$90,000 to ten state colleges and \$55,800 to eleven technological schools to improve their book collections.

The accomplishments under the programs outlined above speak for themselves. I doubt whether there has ever been a comparable investment in higher education and library development that has brought greater returns. The work of the Advisory Group made many college presidents, their faculties and librarians aware of the importance of the library as an instrument of instruction. The standards projected to improve book collections, personnel, cataloging and classification of materials, financial support and the use of the college library have had a marked influence upon the work of accrediting agencies and are still being used constructively by many college librarians.

-
6. Gerould, James T. The College Library Building, N. Y., Scribner, 1932
 7. Mohrhardt, Foster E., Editor List of Books for Junior College Libraries, Chicago, A.L.A., 1937.

MONDAY, JUNE 14, 2:30 P. M. (Cont.)

It was this series of improvements growing out of the work of the Advisory Group on the College Library that constituted, to a large extent, the background of Dr. Branscomb's survey of the use of the college library which resulted in his volume entitled Teaching with Books.⁸

I believe it would be wise to set up a joint committee representing the American Association of Theological Schools and the American Theological Library Association with power to act, to study the wisdom and feasibility of proceeding with a plan for developing theological libraries similar to the plan employed for the development of college libraries as outlined above. In fact, we are now ready to go beyond the pattern described above. We now know that the educational library, whether it be in a college or theological school, should serve as an instrument of instruction. An effective survey of theological libraries should, therefore, include their relationship to the curriculum, methods of instruction and their effectiveness in relation to teaching and research and extension service.

It would be premature to suggest in detail what the scope and objectives of such a survey should be, but the functions of educational libraries have been sufficiently clearly defined through surveys and research so that one might suggest that if a joint survey committee is set up it would do well to consider the following phases of theological libraries as suitable for study:

1. The objectives of theological schools in teaching, research and extension work. Interwoven with these would be the methods of instruction and the content of the curriculum. Since the theological library is a service agency this is the starting point.
2. The library resources essential to the attainment of the objectives in effective instruction, research and extension work. We need the equivalent of the Shaw List of Books for the College Library for our theological libraries. Such a list should include a select list of definitive titles that are most essential to effective work in our theological schools. It should also include basic reference and bibliographical aids and periodicals.
3. Personnel requirements--in terms of academic, theological and library education and training and experience.
4. The organization of materials for use by means of cataloging, classification, indexing and skilled reference service.
5. The space and equipment requirements of the library to make suitable provision for acquiring, processing, organizing, preserving and using the resources of the library.

8. Branscomb, Harvie. Teaching with Books. Chicago, A. L.A., 1940.

MONDAY, JUNE 14, 2:30 P.M. (cont.)

6. Integration of the library resources and services with the instructional, research and public service program of the school. This calls for a joint effort of outstanding theological teachers and librarians.

7. Requirements for adequate financial support.

It is to be expected that standards would be evolved for the libraries of theological schools of various types and sizes as a part of the survey that would be helpful in future years as a guide to the development of these libraries.

Finally I would like to stress in this preliminary statement that a survey at its best is a cooperative undertaking in which, under the leadership of a skilled surveyor, an attempt is made to study clearly defined problems with reference to which constructive action is desired and is possible. A survey of theological libraries should, therefore, enlist the ablest teachers and librarians in the field of religion and theology. Considerable assistance can also be derived from surveys of, and the best practices in, college and special libraries in America.

BUSINESS SESSION

SEE APPENDIX A

MONDAY, JUNE 14, 7:00 P.M.

(Presiding: E. F. George, Librarian
Evangelical Theological Seminary,
Naperville)

A MASTER LIST OF RESEARCH STUDIES IN RELIGION

By Niels H. Sonne, Assistant Librarian,
General Theological Seminary

The title of this paper is much more comprehensive than the subject which is to be discussed. A master list of all research studies in religion would indeed be an ambitious undertaking. Some conception of the great mass of work done in the field of religious investigation as a whole may be gathered from a glance through the bibliography prepared by Lyons and Parvis and entitled New Testament Literature, which covers but one specialty. An effort to follow the pattern here set and to list fully the research work in all theological specialties, Old Testament, Church History, Theology, Liturgics, Religious Education, and the many other fields directly concerned with religion, or intimately enough related to require consideration, would be a stupendous undertaking. In this paper, we are concerned only with a Master List of theses for the various degrees, theses either in progress or completed.

The limitation of this paper to the research for degrees results from an effort to fulfill a frequently felt need, and yet to keep within practical limits. However, before going into my discussion, I should like to say that a comprehensive bibliography, based upon the pattern of the work of Lyons and Parvis, exhaustive, international in scope, selectively annotated, classed, with indices, with a listing of book reviews of all important books listed, and with the many other admirable features incorporated in that bibliography, should be the ultimate objective of this Association. For the present this seems to be out of the question, but the Association can take useful action by encouraging the principal learned societies to follow the pattern so notably set by the New Testament people. The discrimination which comes only with specialized study is an important requirement in work of this sort, and perhaps the Association's function here should be one of encouragement, provision of bibliographic standards, and cooperation, rather than the actual preparation of such bibliographies.

The desirability of creating a master list of theses hinges largely upon the value of these productions. Consequently, I shall spend a considerable part of my allotted time in evaluating them by classes. Individual exceptions will occur to all, but my remarks will be generalizations, applicable to categories. Seminaries and universities grant many different degrees, which vary greatly in purpose, nature and the level of work required. There are modest master's degrees, representing one year of post-college work. There is the bachelor's degree in divinity, representing at least three years of graduate study, with or without thesis requirement. There is the more advanced master's degree, presupposing the B.D., and usually requiring a year's work, plus thesis. And lastly, there is the doctor's degree. In achieving each of these degrees, productions designated 'theses' are brought forth by large numbers of students each year, most of which are typed, and are, by statute, filed in seminary libraries. Librarians know that these theses are avidly consulted at certain seasons, but they also know that this consultation is usually by students confronted with the problem of producing theses of their own, and with a view to learn what is expected of them, rather than to gather in the wisdom supposedly incorporated in the productions of their successful predecessors.

MONDAY, JUNE 14, 7:00 P. M. (cont.)

In an effort to evaluate these theses from the standpoint of their inherent worth and of the need of creating a master list, I have made a hasty investigation into their nature. Referring to Webster, we find the thesis defined as (sense 2) 'a dissertation embodying results of original research, and, strictly, substantiating a specific view, esp. ... one presented by a candidate for a degree or to meet the requirements of a course.' If all theses lived up to this definition, if, indeed, this definition were, in practice, the definition enforced by institutions of learning, there would be no question of inclusion. All theses would be worthy of bibliographic treatment.

But what is the actual status of theses in seminary courses? A search through the four volumes of the great study of the education of American ministers, published in 1934, revealed the interesting fact, (somewhat depressing from the standpoint of the would-be compiler of a master list of theses) that the thesis was given short shrift, that no instructive discussion of its role is provided. Does this suggest that the compilers regarded it as of slight importance in the minister's education? Or, were its merits so few that they did not demand recognition?

Frustrated in this search, I turned to the statements of thesis requirements for the various degrees in seminary catalogs, to learn what institutions officially and formally required. Most catalogs seemed content with listing sundry administrative details, on what date the thesis, at its various stages, was to be presented, and to whom, what form it should follow, on what paper stock it should be typed, of what size it should be, what wording the dissertation note should follow, that copies should be given to the library, etc., etc. In some catalogs fuller, more instructive statements were found, and from them it has been possible to garner a few ideas of what seminaries officially expect in the thesis.

We have Webster's generalized definition. My perusal of seminary catalogs has revealed, as I suspected, that there are three principal levels of thesis work in theology, corresponding with the degrees to be granted, and shaped around their purposes, namely, the bachelor's, the master's and the doctor's level.

Many persons with whom I have corresponded have not felt that the bachelor's thesis ought even to be considered, but others have differed here. Also, Mr. Don Yoder, who is actually preparing a 'master list' in our sense, in the field of church history, has no hesitancy in including work on this level in his list. My impressions on this point follow.

Descriptions of the B. D. thesis provided in seminary catalogs do not suggest that the product should be truly worthy of bibliographic treatment. The B. D. thesis is, in concept and practice, an academic exercise, designed to develop the student's powers and to demonstrate the progress of this development. It is not, properly, research. Seminary authorities do not expect it to be. The conditions under which B. D. theses are written do not permit of thorough research, thesis work being but one small phase of a much larger burden of class and course work. There are usually specific time limits for the writing of the thesis which do not allow of much research. Credit rarely is given for more than one course

MONDAY, JUNE 14, 7:00 P. M. (cont.)

value. Others do not regard the thesis highly enough to require it. Some seminaries, and not the least, while requiring the preparation and defense of a thesis, return the finished product to the student, to be disposed of as he sees fit.

Let me quote some seminary catalogs to indicate what is wanted on the bachelor's level:

"An acceptable dissertation must reveal, on the part of the applicant, a specialized acquaintance with the field in which it is written; together with a well developed ability to assemble data, and to reach logical conclusions which can stand the test of a critical examination by the faculty." (Butler University School of Religion.)

"On the basis of his reading, an outline is presented at the beginning of his senior year: and the completed thesis is submitted at the end of the Christmas recess. Thus the student undergoes the mental discipline of working out a serious academic project for himself, and gains some specialized knowledge which could not be explored in the classroom." (New Brunswick School of Religion.)

"The thesis required of all students for graduation, shall be of such a character as to evidence special competence in a field of study and an ability to carry out and to state clearly independent investigations." (Duke Divinity School.)

Each of these statements indicates that the candidate is expected to have achieved some acquaintance with the field in which the thesis was written, and that he has the ability to put together his ideas in logical form and to defend them. None state that he is expected to have conducted thorough research, resulting in new light on the themes with which he has dealt. Thus, on the basis of what is being tried and the conditions under which the work is being done, it seems clear that there is no need to list B. D. theses in a bibliography of any sort. The A grade thesis is an excellent academic exercise, not a contribution to human knowledge.

None-the-less, Mr. Yoder feels that the B. D. thesis is of sufficient interest to be included in his listing of church history research, and, apparently, the American Society of Church History concurs in this opinion, at least insofar as it is sponsoring Mr. Yoder's work. Mr. Yoder feels that in many cases, church history B. D. theses are based on sources not commonly available, such as local church archives, that the student will competently select and assemble material of genuine interest, and that his handling of this material will be such as to be of real use to other students. Mr. Yoder's position may well have a certain merit in limited sectors of church history. However, it is a view which should be taken most cautiously with regard to the many fields of research in religion where extensive technical training is commonly regarded as the prerequisite to effectual research. I openly question whether any student on the B. D. level could produce original and useful research in Old Testament and New Testament and in vast areas of church history.

MONDAY, JUNE 14, 7:00 P. M. (cont.)

As the bachelor's thesis can safely be ignored, by and large, and as an excellent bibliographic medium for doctors' theses already exists, a 'Master List of Research Studies in Religion' must find its principal vindication in the need, if any, for a list of masters' theses.

The master's thesis is on an intermediate level, a step beyond the bachelor's thesis, several steps behind the doctor's thesis. There is a wide range of quality in work for this degree, depending upon the point of view and aspiration of the student, and the attitude of the granting institution. The degree commonly, though not always, presupposes the bachelor's degree in divinity. Beyond that, there is much variety. Many masters' students are taking a "refresher course" and for them the thesis is but one requirement in securing a degree to provide tangible justification for this year's sacrifice and effort. Here we have older students, who may have advanced or retrograded mentally, but who should bring some maturity of experience to their work. From them, we may expect some theses of questionable quality, but also many which should surely be worthy of bibliographic notice, especially in the less difficult areas of investigation. It seems altogether possible, that in such fields as religious education, where much actual experience is incorporated in the theses written by students of the masters' grade, productions of genuine value will result.

There is another, smaller group of students, whose masters' work should be much more valuable and should most certainly merit bibliographic treatment. Here we have men who are fresh from their B. D. work, who are filled with academic zeal, and who have resolutely set themselves to becoming teachers, and, eventually, doctors, in their fields. For them the thesis is training for a job, a principal recommendation for the job, and a ground of qualification for study for the doctorate. Their point of view is the research point of view, and their ambition is achievement of mastery in the techniques of research. Still, their work remains on the learner's level.

An examination of catalog statements of the requirements for the master's degree indicates that the institutions have higher demands for this work, demands which, in many cases bring the thesis up to a level justifying bibliographic treatment. One seminary sets the following requirements: "The thesis for the degree of M. Th. must be written in some field of theological inquiry that offers potentialities for a real contribution to religious knowledge; must show an evidence of acquaintance with the literature in the field chosen; must evidence a grasp of the subject culminating in well supported conclusions; and must be presented in a creditable academic and literary form." A second seminary requires "a well developed thesis of about 5000 words ... It will be appraised on the basis of thoroughness, originality, and the practical value of the information presented therein." Still another seminary demands "A thesis of scientific merit". A fourth school asks that its students prepare "a thesis which shows special acquaintance with methods and results in the [subject] area chosen."

Course value and time requirements are somewhat increased for the master's dissertation. One seminary allows up to six hours credit for the thesis, thus giving the student much time in which to do good work. A second arranges the thesis program so that six months of supervised work are allotted to its

MONDAY, JUNE 14, 7:00 P. M. (cont.)

preparation. A third seminary prescribes that the thesis may not be submitted within the academic year in which study for the degree was initiated, thus adding to the overall time for its preparation. A fourth institution requires that "the subject of the thesis be approved at least one year before the final examination and the completed thesis should be submitted not more than two years after the completion of course work." The most exacting Seminary demands that "ordinarily not less than one-third of the student's time will be devoted to specialized study and research following a program of work individually planned under the direction of the department, and related to his thesis." At this school, only twenty hours in course are asked for the degree, further indicating the importance placed upon the thesis. Candidates for the master's degree usually must pass an oral examination by a faculty committee on their work. One major institution, while neglecting its B. D. theses, demands that the masters' theses be placed on file in the library and then lists them in its published and circulated list of selected recent accessions.

I have chosen these quotations to show the strength of the master's thesis but must hasten to add that there are some institutions which are not so exacting as those quoted.

My discussion of the master's thesis indicates marked progress beyond the bachelor's thesis. This is large enough to justify our proposed "Master List." The better masters' theses will be based upon considerable contact with primary sources, to attain the "originality" so often demanded. They will often provide information upon restricted aspects of larger subjects. The diligent student may bring to light interesting implications of statistical information generally available, or better still, he may compile fresh statistics of real use. His investigations can also provide new knowledge on historical and biographical themes. The student who bases his work on extensive personal experience in church or other religious work can bring real light to practical problems. Palfrey and Coleman, in the preface to their Guide to Bibliographies of Theses, in writing of the less advanced master's degree given by universities, find, on the one hand, the unevenness which we have noted; on the other, a probable usefulness which would vindicate a bibliography. This is all the more true for seminary masters' theses, where the candidates have the advantage of the three year B. D. course.

I do not feel that the argument, that a "Master List" would anticipate duplication of research and serve to prevent it, is of much force in connection with masters' theses in religion. The amount of work actually incorporated in the master's thesis is not so great, as a rule, that a real loss in the general academic effort would result. Such duplication as may occur will be compensated for by the originality of treatment which will result from students working independently. So far as I know, universities do not reject master's theses because they cover ground previously treated, although this is done in the case of doctors' theses. A corollary of this will be that a "Master List" need not carry a list of masters' theses in progress, although one of its greatest values would be to fill the serious need for such a list for doctors' degrees in progress.

MONDAY, JUNE 14, 7:00 P. M. (cont.)

In this entire question, the doctor's thesis is in a class by itself. This is amply acknowledged by the existence of a great national bibliography of this level of work. Many factors lead to this situation. The student who is admitted to candidacy is required to have gone through the entire routine of bachelor's and master's training. He has fulfilled requirements in course and examination which qualify him to pursue advanced research. He has equipped himself with the preliminary training in his field requisite to do effective work. But, most of all, institutions of higher learning impose requirements for the thesis such as to insure its being worthy of bibliographic treatment. The essentials of a doctor's dissertation are just those that make any work worthy of bibliographic treatment, i.e. a high level of competence in treatment, and originality both of research and analysis. Catalog statements of the requirements for this degree have a ring of identity. Such phrases as the theses "must be approved as a real contribution to the literature of the field" and "the study is expected to represent a definite contribution to human knowledge" recur in the statement of what is expected on this level of thesis writing.

Our interest tonight is to determine whether a master list of theses which fall in these several categories ought to be created, and, if so, what steps should be taken to set up such a list. Let us consider briefly the present status of affairs. So far as I know, and I should not be reading this paper tonight if the Association were not agreed in this, no successful effort has been made to create a master list of all theses on the seminary level of study.

Bibliographies of bibliographies do not indicate that this has been done. A search through Palfrey and Coleman's Guide to Bibliographies of Theses, U. S. and Canada, 1940, reveals but two bibliographies in the field of religion. One of these lists theses on natural theology, of all subjects. The other is called Abstracts in Religious Education. Six numbers devoted to selected graduate theses appeared from 1933 to 1938. A seventh issue was restricted to doctors' theses. The Lyons and Parvis New Testament Literature lists forty-eight bibliographies in its subject field but includes none devoted to theses alone.

Individual institutions have drawn up thesis lists for local use, but these have been little more than typewritten checklists. Such lists are of real use for the purposes for which they are prepared, but really do not have much value on a larger scale. The most pretentious bibliography of theses prepared by a single institution is found in the Union Theological Seminary Selective List of Recent Publications added to the Library. List No. 148, January to March of the present year, has a long section devoted to theses for the year 1947. Here are found only theses for the degrees of S.T.M., M.S.M. and A.M. No bachelor's theses are given. This list is published in mimeographed form and is circulated quite widely. Other institutions list their theses in their printed bulletins from time to time. This is done by the Lutheran Theological Seminary at Gettysburg, for one.

On the doctoral level, there is the now defunct publication of the Library of Congress A List of Doctoral Dissertations in Printed Form. This was an alphabetical list of the printed cards for dissertations received by the Library of Congress. It began in 1912 and ran through 1938. To increase its usefulness,

MONDAY, JUNE 14, 7:00 P. M. (cont.)

there was included a classed list of the dissertations, arranged by broad L. C. subject divisions, the B division being used to include religion. There was also a detailed subject index and a list of doctors by institution. This bibliography was restricted to matter in print, thus omitting many doctoral theses of real value.

The chief bibliography of doctor's theses in existence at present is the publication of the Association of Research Libraries entitled Doctoral Dissertations accepted by American Universities. No. 14, covering the period from 1946 to 1947, was edited by Arnold H. Trotter. This work is more comprehensive than the publication of the Library of Congress discussed above, as it proposes to list all doctoral theses of a research nature, regardless of their physical form. It is a classed list, and Section No. 2, Religion, is of the greatest interest to this group. In the issue at hand, Section No. 2 contains eighty-nine theses, accepted by twenty-three institutions. Section No. 1, Philosophy, contains some items of possible interest in our field. The editor of this publication writes: "The preparation of this series depends very much upon the cooperation of the deans, registrars, librarians and others on the staff of our graduate institutions." I note with alarm that several theses listed in the present issue were published two or three years ago, and worse still, these had been prepared in the more important institutions. I have made no study of the completeness of coverage, but wonder if there are only twenty-three institutions which do grant degrees in the field. It seems to me that, as a preliminary step, this association should throw its influence to seeing that the fullest possible representation of completed doctoral theses be accomplished here. This is one tangible thing that can be done. A committee on the "Master List of Research Studies in Religion" might make its first step the determination of all institutions granting the doctorate in theology, and then make a persistent follow-up to see that all theses are properly reported and listed. Messrs. Lyons and Parvis appeal for this type of cooperation also.

The one inclusive bibliography now in progress, covering work on all levels of theses writing, but confined to the field of church history, is that of Mr. Don Yoder. Mr. Yoder's method has been to send out a mimeographed letter requesting a list of dissertations on file in his field, and specifying the information he wants about each title. We at General received such a request, and, after considerable effort, got out a list of the dissertations now in our files. This list was sent to Mr. Yoder, who, presumably, will put each of these titles in his bibliography. The compiler at General made no selection other than to list theses in church history, and, obviously, Mr. Yoder will be unable to do more, inasmuch as he will never see the actual theses which he lists. Mr. Yoder's work will consist of a compilation of such lists, so selected, from seminary files throughout the country. It will be published in the fall in some format not yet determined, and will be under the sponsorship of the American Society of Church History.

A further list of interest in this connection is a bibliography being prepared by Professor Lawrence C. Little, Professor of Religious Education at the School of Education, University of Pittsburgh. It is to be "a fairly complete and classified bibliography of research studies in character education and

MONDAY, JUNE 14, 7:00 P. M. (cont.)

religious education". Professor Little has successfully requested from the various seminaries listed by the AATS lists of theses in his field for the various theological degrees and will include all appropriate titles in his bibliography. His bibliography will appear late in the summer, 1948.

It is also true that lists of theses in education in general often include a class devoted to religious education.

An examination of the Lyons and Parvis New Testament Literature reveals that only doctor's theses are included, unless others have escaped my eyes, or have been listed under the guise of periodical articles, or in some other form concealing their thesis origin. The doctor's theses included are both in print and typed.

After this long discussion, I am going to be quite brief on the actual establishment of our proposed "Master List of Research Studies in Religion". I have tried to make the following points: that there is no need for a bibliography of bachelors' theses; that there is such a need in the case of masters' theses; and that there is need for a list of doctors' theses in progress. I have also shown, to the best of my knowledge, that, with the exception of the field of church history, and, possibly, of religious education, there are no lists even in progress. This argument has been based on a formal evaluation of theses in terms of the circumstances surrounding their production. It has not been an empirical evaluation in terms of the direct study of many theses. Our bibliography must be a description of what significant work institutions are doing on the thesis level, not a critique thereof. Our business is to make known activity.

With these points in mind, the arguments to justify a bibliography of theses are the arguments to justify any bibliography. Primarily, the "Master List" would serve to make known all noteworthy thesis work, and to announce doctoral projects in progress. It would aid in giving students a view of their field in terms of what others are doing. The national picture would be drawn in its fullness; and men in widely separated institutions could learn of the activities of their contemporaries. The harried doctor's candidate could be freed of the worry that some other student had anticipated his undertaking and thus ruined perhaps years of work. The work of inter-library loan would be helped. At present, it is quite impossible for the librarian to tell where information well treated in dissertations is to be found. The "Master List" would provide us with access to the bibliographic work incorporated in the theses it listed. I could carry on this type of discussion to some length, but will stop.

Should the American Theological Library Association decide to set up a "Master List of Research Studies in Religion", a host of practical problems would come to the fore. What agency should prepare it? How should the chosen agency proceed? What format should be adopted? etc., etc. I do not feel that a preliminary discussion of this kind is the place for detailed treatment of these matters. I have tried to lay out some general principles of the project as they have come to mind. I hope that my treatment has opened the question sufficiently to give rise to further argument, and eventually to action.

May I say, in closing, let us not forget the larger, more comprehensive bibliography as a final objective, a star at which to aim.

MONDAY, JUNE 14, 7:00 P. M. (cont.)

EXTENSION LOAN SERVICE AND THEOLOGICAL EDUCATION

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

At several points in the Summary of Proceedings of the Conference of Theological librarians held at Louisville last year, one may find references to the type of theological library service with which our present discussion is concerned. In his "Survey of Theological Library Operations", Dr. Kenneth S. Gapp made a statement which, because it touches so many features of the subject, I should like to quote in its entirety:

"Many of us have rendered the service of lending books to alumni and other ministers by mail. This type of extension service is not strictly the function of a seminary library, for it tends to disrupt the educational program of the institution by taking books away from students at crucial periods. The prime need in extension loans is for a special collection of books that is maintained and serviced by separate personnel. The seminaries might continue this service, for the present time, by some agency other than the library, but I would rather like to see the responsibility of this important work handled on a regional or national scale, either by each denomination or by all the churches together in cooperation. Such an agency could provide adequate funds to purchase and to advertise the books available for loan, could make great progress by encouraging reading by ministers and, above all, could formulate specific reading programs for ministers. The theological seminary on the other hand should tend more and more to restrict the use of its books to definite programs whereby distinctly educational purposes under the control of the institution can be served."

This compact paragraph contains ideas and suggestions enough for many hours of profitable discussion. We shall want to refer to it again as we consider certain aspects of our topic.

Further along in the Summary, Mr. John F. Lyons' paper, incorporating a schedule of library functions proposed by Dr. L. R. Wilson, indirectly inquired if it were one function of the theological library "to continue book service to students after graduation?" Mr. George B. Ehlhardt described the striking, and, at some points, unique program of extension loans developed by the Divinity School of Duke University, remarking that the specialized nature of the Duke program (featuring loans of recent books) was due to the feeling that other libraries were engaged in a program of general lending, so that the Duke scheme was performing a supplementary rather than a duplicative function. Concluding the discussion from the floor that followed Mr. Ehlhardt's comments, "the judgment was expressed that we have a unique responsibility to lend to ministers with whom we have contact, both urban and rural, inasmuch as, without help, these persons may be without book facilities." With these comments in mind we may proceed with our present considerations feeling that we maintain a certain continuity with the discussions of last year's meeting.

It is not particularly surprising that many libraries of our schools of theology find themselves engaged in more or less heavy programs of extra-mural activity, and that others are interesting themselves in such projects. For

MONDAY, JUNE 14, 7:00 P. M. (cont.)

probably no other type of institutional library enjoys greater opportunities for off-campus service, or recognizes greater obligations to off-campus patrons. A variety of factors bear upon this situation, and, when these are taken together, they constitute so strong a case for extension loans and other extra-mural services that numerous libraries feel constrained to attempt such schedules even when they interfere with primary, on-campus functions.

It would serve no good purpose to attempt a review of these contributing causes here. They are well known to all of us. In the main, they derive on the one hand from the needs of deserving men and women who are engaged in active religious work, on the other, from the library's desire to have its potential benefits more fully realized by the church. They also arise in the library's efforts to establish and maintain good public relations, and they are stimulated by a growing concern to provide means for the continuing education of seminary graduates. Extension loan services are needed and valuable. They are also costly, and in some measure disruptive of normal, on-campus library operations. While most librarians would agree with Dr. Gapp that, in its present form, theological library extension service is "not strictly the function of the Seminary Library", few would on that account quickly abandon the services which they administer.

We have sometimes sought more fully to justify our somewhat expensive extra-mural activities by pointing to them as significant programs of informal education, needed and worthwhile. But we are beginning to wonder. Few will deny that our loans-by-mail, our circulation of book lists, our occasional reference and bibliographical service by correspondence, are needed and worthwhile endeavors, or that, for the most part, they are sufficiently informal. But are we convinced that they have any great educational significance? Perhaps from such programs we have gained some education for ourselves. We have learned, for instance, that the average minister frequently reads books, but rarely reads subjects; that though he may read widely, he rarely studies; that when he does study, it is more often with an eye upon an immediate objective, than with a view to rounding out his cultural equipment. Let this not be taken as an indictment of the minister. There are doubtless good and sufficient reasons for his reading habits (after all, he does have to come up with two sermons next Sunday!) but it may stand as an indication of our failure to use our extension loan services in a proper fashion.

The whole field of theological library extension should have our joint investigation. Within its bounds there are large areas which would seem to be open to cooperative endeavor; it presents many problems with which we are mutually concerned; it forces decisions upon us which we should not attempt to make until we have shared experiences and opinions. Final judgment upon many of the matters involved will probably have to be rendered by the individual library in the light of its peculiar opportunities, responsibilities, and resources; but an over-all appraisal of the situation by this Association, and especially its designation of areas for cooperative effort, would greatly aid the individual library in working out its peculiar problems.

The outstanding loan services now made available to thousands of ministers by the Duke Divinity School and the Vanderbilt School of Religion seem to demonstrate the feasibility of committing large parts of our extension loan programs to regional libraries. It is conceivable that a central agency might serve even

MONDAY, JUNE 14, 7:00 P. M. (cont.)

better. Should we endeavor, then, to promote the development of a central lending agency, or press for regional extension-loan libraries? If the first, what steps should be taken to set up a central agency and insure its continuing operation? If the second, should we undertake to increase the resources of existing regional libraries, or strive to create others? What proportion of the whole range of extra-mural library services will it be possible to consign to the regional or central agency, once it is in operation? Extension loans of new books? Of the books which constitute a basic theological collection? The performance of bibliographical and reference services? Such questions could be multiplied many times over. We should attempt to find answers to them and, as soon as possible, to take action on the basis of our findings. We shall then be in a better position to follow out, in terms of extension loan services, the implications of the last sentence in the quoted paragraph with which this paper opened. We shall be able to devote our extra-mural efforts to activities which will tend to restrict the use of the Seminary's books "to definite programs whereby distinctly educational purposes, under the control of the institution, can be served."

Let us consider this prospect, realizing that we shall immediately become involved in a consideration of some of the main-line problems of theological education, and let us begin by making an inquiry.

What is the aim of theological education? What do seminaries attempt to do? Almost any number of answers to these questions can be discovered in the catalogues of theological schools or in the addresses of their presidents. They will range in length from a brief line which says simply, "To train men for the Christian ministry," to stately, rolling periods which may run to a full page. With all these to choose from, let us accept as a working definition, a statement from the inaugural address of the recently installed president of one of our leading Seminaries:

"Theological Seminaries are charged with the task of training religious leaders, able to see the meaning of events about them, to analyze the problems and clarify the spiritual issues which men must face, to bring the Christian Gospel to bear on these issues, to give us the steadiness that comes with depth and breadth of judgment, and to help us come closer to our destiny under God."

It should be remarked that the president went on to expand this general statement into sixteen closely printed pages of more exact definition.

Now, without pausing to support the contention with an array of evidence and testimony, it is reasonably safe to affirm that the majority of the graduates of theological seminaries - earnest, consecrated, hard-working men and women though they are - will hardly measure up to the standards here laid down for them - either upon graduation or at any time afterwards. Our seminaries turn out hundreds who have successfully completed all requirements for graduation in accord with high academic standards. Yet if the world ever displayed a lack of spiritual leadership, it does so now; and it is evident that unless the protestant church succeeds in training for tomorrow a higher type of leadership than it can muster today, the world will follow other leaders - dynamic, brilliant, compelling leaders - who will not be concerned to lead society into paths of righteousness and liberty and peace. General MacArthur has told us that our problem is theological. Let us go on from there and admit that our theological problem is in

MONDAY, JUNE 14, 7:00 P. M. (cont)

large measure educational. We are failing to train in any considerable numbers, men and women who can qualify as spiritual leaders in the terms of our definition. And it is probably because we have never given due regard to theological education in its full dimensions.

Close association with the program of ministerial training as it is now carried on will reveal that it frequently fails to achieve its aim because of two unfortunate misapprehensions. The first is that a graduate of an accredited college of arts and sciences has been furnished with an educational foundation upon which adequate theological training can be superimposed. The second is that such a candidate for the ministry can be successfully invested with a theological education in two, three, or four years. (No wonder curriculum committees sit far into the night!)

With respect to the first misapprehension, one is tempted to indulge in a season of heated fulminations. But this would be out of order. Unfortunately, the theological library, extension loan service included, has no ready remedy for the failure of our colleges. Our seminaries, however, can assuredly take steps that will better the situation and a large number of theological librarians sit on seminary faculties.

As to the second misapprehension, it seems likely that a long step toward a solution of some of the most vexing problems of theological education will have been taken when there is general acceptance of the fact that a prospective minister cannot be furnished with all the knowledge needed for his supremely important and difficult task by adding to his college education a course of study and practical work covering a period of three years ... or four ... or five. At best, such a period of academic training should enable the student to master a set of disciplines, to accumulate a small fund of valuable knowledge, to acquaint himself with the great literature of his profession, to recognize the demands his ministry will make upon his intellect, to achieve an attitude of mind, to acquire a number of specialized skills, and to carry on independent study. Given the means, however, upon these foundations he can build as much education as he will.

At worst, a period of academic training, touching here and there in the fields of theology, will convince the student that with the receipt of his professional degree he possesses all that he will need for his life work, and a greater evil than this conviction could hardly befall him.

In the active pastorate such a man may grow in grace and in favor with the Lord, but he will not increase greatly in knowledge and wisdom. At about age forty-five, when he should be approaching his prime, he will find himself wondering why no church is eager to acquire his services.

It is a truism that education for any man is a life long process. For the minister who would face realistically the heavy responsibilities with which his complex and demanding vocation will confront him, it must be a life long endeavor. It should mean a life time of systematic study.

Our seminaries are coming by degrees to look upon a continuing program of ministerial education as well within the area of their responsibility. How soon

MONDAY, JUNE 14, 7:00 P. M. (cont.)

they will gird themselves and undertake fully to discharge that responsibility is another question. But the library may go about the business now, for the agency most necessary to the proper performance of this, the seminary's ultimate educational function, is that red-headed step-child of the theological library - the "extension loan service." Whatever we may achieve with regional libraries or central lending bureau, the individual library's presently more or less haphazard program of extension service should become the primary channel for a seminary-administered schedule of continuing education. It should come to be a highly significant educational instrument, employed by the seminary to afford the theological student an opportunity to gain for himself what no seminary can "give" him - an education commensurate with his high calling.

Now, theoretically, this may be an acceptable and challenging idea, but it raises a number of very practical questions. To begin with, what is involved in such a program? Is the idea practicable? Well, it implies first of all a regimen of undergraduate training which will furnish students with a mastery of fundamentals, the ability to proceed with an educational endeavor apart from classroom assignments, and the desire to engage in postgraduate schedules of systematic study. Second, adequate book collections. Third, the mechanical provisions for getting books to students who want them. Fourth, a wide range of suitable study guides, or syllabi, covering the fields of knowledge the student should explore. Fifth, over-all supervision and direction by the seminary. These are the essential features, and they seem to indicate no insurmountable obstacles.

But, if we are considering a seminary-administered program, and not simply a library project, what hope have we for any early attention to its development? The capacities of our seminary faculties are fully engaged in the activities of undergraduate and graduate departments. Our institutions are already occupied with more undertakings than they can handily manage. Will they add to them yet another? It is not fantastic to believe that they will. Many of these undertakings are directed toward the very ends our program would serve, but none will come closer to attaining these ends. Many of our seminaries maintain Graduate Departments, at great expense to themselves and their graduate students. Why not a "third level" of graduate study under these departments, leading not to the degree of Th. M. or Th. D. but to something higher - adequate theological training - at virtually no expense to the students, and at a reduced cost to the Graduate Department? Proportionately few of our graduates can afford to enroll in our graduate departments, yet the number applying for such work greatly exceeds the number which can be accepted. On this "third level" probably all who would apply for enrollment could be accommodated. Shall we deny them the education they are seeking?

If there is no graduate department to assume direction of the program, another directing agency must be provided. This should not prove to be too difficult: many of our institutions employ full-time directors of practical work. Why shouldn't there be full-time skillful directors of continuing education?

It should be recognized, however, that in the initial stages of such a venture, direction and promotion, as well as the remaining responsibilities, will fall to the library. Libraries must demonstrate that the program is feasible

MONDAY, JUNE 14, 7:00 P. M. (cont.)

before administrative authorities will regard it seriously. This is only to be expected. For that matter, are we not still trying to discover to our institutions many unrealized opportunities for undergraduate education available in the library? To prove the value and practicability of extension education we shall have to devise means for acquiring study guides and additional resources, and we shall have to enlist the patronage of extra-mural students. But we have accepted more difficult tasks than these.

To anyone who has first-hand acquaintance with the reading habits of the average minister the need for systematic programs of continuing ministerial education is manifest. The minister will be the first to say so. But he is a busy man. Would he - could he - take advantage of a regimen of in-service study and training if it were offered to him? Let's give no glib answers to this question. It would be fatuous to suppose that by merely setting up the necessary machinery for such activity, and advertising the service, we would immediately revolutionize the study habits of the Protestant ministry. We would do nothing of the sort. Some experimenting with the idea suggests that of the ministers above forty-five years of age, few would do more than toy with such a program. Their life patterns are too well set. Of the men between thirty-five and forty-five, more would be inclined to commit themselves to serious effort of this sort; the showing would be still better among ministers between the ages of twenty-five and thirty-five. The fact that a two-line notice of an available study guide on the Parables brought requests for it from thirty-six ministers recently, indicates that our offerings would not go begging.

But the real promise for the full effectiveness of this scheme of extension education lies in the coming generations of undergraduate students who can be led to understand the limitations of a three-year course of academic training, and to equip themselves for a life time of systematic continuing study, made possible for them by their seminary. When we can graduate such men into alumni student bodies, rather than into alumni associations, we shall have patrons for our wares, and to spare.

So ladies and gentlemen, I commend to you "theological library extension service" - ugly duckling, ragged Cinderella, red-headed step-child - but, perchance, destined to become a significant agency for the training of our spiritual leaders.

PROCUREMENT OF FOREIGN MATERIALS

By Arnold D. Ehlert, Librarian
Fuller Theological Seminary

One of the important features of any good library is the acquisitions department. The order librarian, if there be one, stands in a position of high responsibility and privilege, and controls one of the most romantic departments of the library organization. This position calls for a peculiar combination of the detective instinct, linguistic ability, the accuracy of an accountant, and the systematic care of a good file clerk. Unfortunately this important work must of

MONDAY, JUNE 14, 7:00 P. M. (cont.)

necessity be delegated in most cases to an assistant who also has other duties, or be carried on by the head librarian himself, with such clerical assistance as can be safely delegated.

The purpose of this paper is to provide a survey of some of the problems and procedures as they have become apparent to us at Dallas during the last six years in which it has been the writer's privilege to occupy the dual role of librarian of the seminary and manager of the Seminary Book Room, which has acted as the sole purchasing agent for the library. Many libraries, we are aware, use a recognized library agent, or several of them, for both foreign and domestic materials, and it is not for us to say that this method is not just as good as, or better than, the one we have followed. Each has its advantages and disadvantages, and it is likely that a combination of the two would yield the best results, but certainly the experience obtained by ordering abroad directly is valuable for any librarian. Lacking such opportunity, a librarian could profitably spend a month or two some summer in a good second-hand book dealer's establishment, preferably that of a large importer. With the notice just received that the H. W. Wilson Co. will eliminate foreign titles from the Cumulative Book Index, it becomes more important than ever that the librarian give attention to the foreign market. We notice that the Library of Congress seems to be working the Russian market pretty heavily at the present time, according to the proof sheets in philosophy and religion. This is quite understandable. One wonders what the seminaries ought to be accumulating from the Russian religious literature, and whether some of the library staff and professors should not be encouraged to obtain something more than what is naively called "title page Russian."

Among the disadvantages involved in handling one's own purchasing agency, whether it be a book store "front," or directly from the library itself, using the regular library purchase orders and other forms, is that it does take more work and time than listing everything one wants, and sending the list off to Stechert-Hafner, or some other library agency. Often it takes longer to import directly from abroad, and it often takes a personal visit to the bank or Post Office to pay the bill. Unless one uses the want list publications, the title desired may not be obtained at all, but of course this can happen with an agency too.

In regard to the advantages involved, Messrs. Stechert-Hafner in New York were interrogated by correspondence on the matter. We should like to quote from their letter listing the advantages accruing to a library in using an agency like themselves almost exclusively for importing foreign materials:

"By concentrating orders with one firm, the library eliminates the necessity of contacting many publishers. Another point is the fact that we have well-established contacts and our own buying offices in London, Paris, Germany, and agents in a great many other countries who take care of our orders promptly. If any of the titles which we order are out of print, they are being searched for automatically in the secondhand market . . . Our offices as well as our agents send out periodic lists of books wanted. We purchase such material only at the most advantageous prices.

MONDAY, JUNE 14, 7:00 P. M. (cont.)

"We further believe that consolidation of shipments - freight shipments instead of small mail parcels in many instances - reduces transportation costs considerably.

"Payments, (some very small), to foreign countries do not have to be made by the library to many individual publishers but can be made to us - or any other American agent that you may use - by regular check in American dollars.

"Also since we have a fairly large stock of foreign books, many of the items could probably be supplied immediately.

"As far as prices are concerned, they are based on the lowest possible rate of exchange, allowing only for a legitimate profit, in other words, we add about 10 per cent to the list price."

With respect to this last statement, one must understand, of course, that an agency does not operate on a 10 per cent margin. Likely the actual figure at which they purchase most of their used materials is considerably below the list price, so called. These points we thought would be of value in showing by reverse reasoning the arguments against operating one's own agency for foreign materials.

There are, however, certain advantages in going directly into the foreign market oneself, and working it to a greater or lesser degree. These might be listed as follows:

1. It is sometimes possible to buy more cheaply by doing it directly, despite the arguments to the contrary. Some publishers offer a discount to libraries, and while it usually does not amount to as much as the regular library discounts in America, in some cases it may. Used dealers do not always sell at a discount to agents either, where one or only a few titles are involved, and the agent would likely then have to add more than the customary 10 per cent to the list price. In an article entitled "How to Import," in the Library Journal, Vol. 46, 1921, librarians are advised to order from dealers abroad, rather than from publishers directly for new materials. The publisher often transfers the account to an American office or publishing agent, says the article. A certain experiment is described in this article, in which a given list of 25 English titles was purchased from abroad, and the same list was figured up on the basis of quotations in American lists. Abroad the cost amounted to \$76.07, while the American lists totaled \$119.58 for the same books. The argument was that around 60 per cent was saved on this lot alone by buying abroad.

2. In the matter of payment, it may be simpler than it seems to remit abroad. In some cases the rate of exchange may benefit the purchaser, and actually less than the list price may be paid. Details of payment will be discussed in a later section.

3. By ordering from second hand catalogs by airmail, one may be able to obtain materials that someone else would like to have also, but which he might lose by going through his agent.

MONDAY, JUNE 14, 7:00 P.M. (cont.)

\$. One of the largest benefits, in the opinion of the writer, is the bibliographical value of this method, particularly if one uses the foreign want list mediums, and gets on the mailing lists of quite a number of dealers in one's own field in different countries. This value may operate in two directions: first, the librarian himself may, if he is in a position to do so, initiate orders for a large amount of materials himself. This is his privilege, and the doing of it adds a good deal to his stature in the eyes of the faculty and administration. A seminary just opening is certainly faced with a real problem in regard to going about building up a substantial and usable library within a short period of time, but the facts are that with the catalogs that come to one's desk in a single week after running a couple of advertisements in The Clique and Vraag en Aanbod, for instance, one could sit down and order \$2,000-\$3,000 worth of good basic material for a theological library. So far as the faculty is concerned, however, they too can and should be made familiar with the procedure, and given regular access to the catalogs and lists, so that they can initiate their own share of orders for material, which will supplement that selected by the librarian. If one should then go on to utilize these lists for the actual compilation of subject bibliographies, there is no end to the value that might be derived.

The details of foreign searching and buying may be discussed briefly under four heads for the benefit of those who might want to go into that type of acquisition.

I - WHAT TO BUY. This will depend, of course, largely upon the program of the institution. A graduate school, or a higher degree program, will usually open the way for the acquisition of a considerable number of basic materials in the foreign languages. There is usually a sprinkling of English-language materials in non-British foreign catalogs, but the bulk of the material will be found to be in French, German, Dutch and Italian. Having cleared the language hurdle, the field narrows itself to two main types of materials: periodicals and books. A limited number of manuscripts, maps and other materials can be obtained, but the seminary library is not usually interested in any quantity of this type of material.

The wide-awake seminary library will be subscribing to a considerable number of foreign journals--theological, Biblical, ecclesiastical, archeological and philosophical. Something ought to be done, perhaps, to compile a list of foreign periodicals found to be of value by the various seminaries. Runs of back numbers of these foreign journals will make a substantial buying program in itself.

As to foreign books, these are again divided into two groups: those in print, and those out-of-print. Both are important classes. As to language, the faculty interest and ability, as well as the nature of the program will usually decide. Unless at least one member of the faculty can handle a given language, or unless the program involves a doctor's degree, it may be unwise to stray too far from the major languages--Latin, French, German, Dutch, Spanish and Italian. For a Lutheran school the Scandinavian languages would seem to be essential, in addition. It is our opinion that for the doctor's work, a candidate should be expected to use materials in almost any of the European languages if materials are discovered in his particular field. Usually some friend or resident in a city of any size can be found who would translate or give the gist of materials in the

MONDAY, JUNE 14, 7:00 P. M. (cont.)

middle European languages, for instance. How much of such material should be bought by a given seminary, however, remains a problem that cannot be solved in general terms. But here again bibliographic work which would be made possible by obtaining catalogs and journals from middle Europe could turn up more material than the average person would suspect from that area. We have reference, for instance, to a sample magazine received some time ago from Czechoslovakia, Acta Academiae Velohradensis, which is in its 19th year, but is not even listed in the second edition of the Union List of Serials. This journal, which came in four fascicles combined in one issue, contained a section, "Notae Bibliographicae et recensiones 1939-1946," covering 135 pages. This bibliography was subject-divided and included both books and periodical articles. The key at the front of the section lists 11 Slavic journals. The background of this particular magazine is Catholic, and one is favored with a Latin translation of many of the titles. What to buy, in the final analysis, should be governed by the librarian and the faculty, and if the library committee can establish some governing principles and policies in regard to foreign materials it will greatly aid the librarian or order librarian in the acquisitions program.

II - WHERE TO BUY. Here it would be better to be able to pool the combined experiences of those who have maintained foreign buying programs, and perhaps out of the discussion to follow some general conceptions can be formed. In the case of the Dallas Seminary, using very lightly the British, Dutch, and on only one occasion the French want list mediums for advertising, and relying on catalogs and lists received as a result of having been picked up by dealers on their mailing lists, together with certain other standard catalogs and lists received for some years previously, we found that outside of England, for books in English, Holland was the most fertile market for religious materials of value. Italy and France would follow in the line of comparative value for all types of material in the various languages, with a single very heavy catalog from Denmark containing more items than any other.

Of course the wise librarian buys books where they may be found, and usually it is a good practice to pick them when they are offered, the price being reasonable. One hardly wants to include the British Empire in a discussion of foreign materials, and yet a word ought to be said about the resources available there. England and Scotland have for some years been fertile fields for good religious materials. The catalogs of Henderson, Higham, Grant, Foyle, and earlier, Dickin-son, have yielded many hundreds of titles for the Dallas Seminary through the years. However, since certain well-known used dealers in America have so thoroughly combed the British book market, and the Britishers have become aware of the demand in America, materials are now scarcer and prices higher. Yet England and Scotland will probably still remain the largest source of instructional materials, both new and old, for the seminary library for some time to come. Some old materials are to be had from both Holland and Italy. A set of Migne was recently offered in Holland. Several very fine religious encyclopedias were recently offered in Italy, others in France. Switzerland is publishing some fine current theological materials.

III - HOW TO BUY. Here we deal only with those things that constitute variations from the customary procedures in ordering American books. Some attention

MONDAY, JUNE 14, 7:00 P. M. (Cont.)

should be given, first of all to the legal aspects of importing.

The importation of books is covered by the Tariff Act of 1930, as amended from time to time since. Of this act, paragraphs 1410, 1629, 1630, and 1631 govern matters pertaining to books, printed materials, etc. Paragraph 1629 declares the following category of out-of-print books as free of duty upon entry no matter who imports it: "Books...bound or unbound...which have been printed more than twenty years at the time of importation: Provided, that where any such books have been rebound wholly or in part in leather within such period, the binding so placed upon such books shall be dutiable as provided in par. 1410."

Paragraph 1630 further lists on the free list "Books and pamphlets printed wholly or chiefly in languages other than English."

The above provisions govern importation of books to all persons or concerns. Paragraph 1631 provides free entry on new books for certain institutions: "Any society or institution incorporated or established solely for religious, philosophical, educational, scientific or literary purposes, or for the encouragement of the fine-arts, or any college, academy, school or seminary of learning in the United States, or any state or public library, may import free of duty any book, map, music, engraving, etching, lithograph print, or chart, for its own use or for the encouragement of the fine arts, and not for sale, under such rules as the Secretary of the Treasury may prescribe."

The duty rates listed in the Tariff Act of 1930 have been amended downward at least twice. The latest revision as of January 1, 1948, reduced the duty on books to 5 per cent, and that on leather bindings to 7 1/2 per cent. The former were originally listed at 15 per cent and the latter at 30 per cent.

Careful attention should be given to the instructions attached to orders for foreign books. It will probably not be considered necessary to maintain a separate form of purchase order, if one is to order direct, but the purchase order should indicate the method of shipment. Usually it will be most satisfactory to have books shipped "book post," unless the order is a large one. This, so far as Britain is concerned, corresponds quite closely to our own special book rate, although not nearly so low. The present rate is, I believe, 4 pence, or 8 cents per pound. Some dealers prefer to ship large orders in larger packages by regular parcel post, which carries a somewhat higher rate. The book post regulations limit each parcel to 4 lbs. and 6 oz., unless one single volume exceeds that weight.

One sad experience in this regard has caused us to emphasize this feature. We ordered a set of John Owen's works (24 volumes) from an English dealer, as the result of a quote obtained from an advertisement run in The Clique. Our purchase order reads specifically "Ship by book post," but this dealer, apparently desirous of taking advantage of the liberal American spirit, took it upon himself in the first place to add several titles that we had not ordered, and in the second place to turn the shipment over to an exporter in Dublin. The result was that we received one day an invoice from a Dallas importer for around \$24.00 for ocean transportation to New York, another \$5 or \$6 for transportation to Dallas,

a customs clearance fee of \$5.00 (although none of the books were subject to duty) and a storage fee besides. The whole amount exceeded the cost of the books in the first place. We protested this to the importer, and he agreed to hold the shipment while we wrote the dealer. We reminded him of the instructions on our purchase order, and gave him the choice of taking the books back, which would have involved his paying this exorbitant series of fees twice to get his books back, or of cancelling the invoice and we would take the books out for the cost of handling. He agreed to the latter. We got the shipment finally, but not without another invoice from the importer for additional storage and a delivery charge. We paid about \$40.00 for the books, while the original invoice was just under \$30.00

Another good practice is to give instructions for the numbering of packages, and the inclusion of a copy of the invoice in parcel No. 1, where it is anticipated that the order will require more than one parcel. This enables immediate checking in of the shipment. The Dallas Seminary Book Room uses a rubber stamp with the following legend: "Number packages. Enclose copy of invoice in No. 1."

Unless the order is for books over 20 years old, which are duty free anyhow, it is well to ask the shipper to mark the label "For library use," so that duty will not be charged.

It is well to remember also that in case of a foreign order amounting to \$100 or more, it is necessary to fill out a special form, even though the shipment is duty-free.

In placing "wants" with book searchers, it is good practice not to ask several dealers to search for the same item at the same time. Drury in his book, Order Work, points out that this may result in the impression among dealers that the book is scarce and badly wanted, and the price goes up. If the first dealer does not locate the book, another may be asked to search for it later; but if an interval of a month or more intervenes, it is not so likely to attract attention. Drury suggests that such information should be kept on the order card, and possibly a signal or clip system could be used to record the time of placing various wants. (p. 19).

Another method of searching for a number of works in a field, without designating titles, is to ask a specialist to quote in a given field or on a specified subject (Drury, p. 19).

One of the best helps in locating specialists is the booklet called The Q. P. Market, published by R. R. Bowker Co. It is a directory of subject specialists.

Two other tools for foreign acquisition work are attached to this paper, the first a list of foreign book indexes for current books prepared especially for this study by Mr. Alton H. Keller, Chief of the Order Division of the Library of Congress, and used by his permission; and the other a list of tools for an international searching service listing the various domestic and foreign want list publications.

IV - METHODS OF PAYMENT. It is necessary only to mention briefly the methods of payment for foreign purchases. In some cases one's own check is acceptable.

MONDAY, JUNE 14, 7:00 P. M. (cont.)

Most firms, however, prefer a New York draft, if payment is not made by International Postal Money Order. It has been our practice to use the latter system wherever possible, unless we get specific instructions otherwise, because it is easier to keep the accounts straight. It is impossible to do so when paying by check with fluctuating conversion rates. But usually such differences are adjusted over there, and do not appear on statements. It is always well to pay each invoice separately, we have found, for ease in keeping track of the transactions both for us and for the dealer.

We return in closing to the bibliographic value of this whole subject, as that has appealed to us as being one of its most important features. Norman Douglas, writing in the April 24 issue of The Antiquarian Bookman, says, "About the bibliographer's table there lies a passionless calm" (p. 677), but as John Carter, whom he quotes in the same place, reminds us, "Bibliography is the handmaid of scholarship," and we are not so sure that the bibliographer's table is entirely passionless.

FOREIGN BOOK INDEXES

Foreign equivalents of our Cumulative Book Index compiled by Mr. Alton H. Keller, Chief, Order Division, the Library of Congress. Used by his permission.

(Note: It is our understanding that any of these may be ordered through Stechert-Hafner in New York.)

GREAT BRITAIN:	The Bookseller. Publisher's Circular. Whitaker's Cumulative Book List.
DENMARK:	Dansk Boghandlertidende. Danksborfortegnelse Aarskatalog.
FRANCE:	Biblio. Bibliographie de la France.
GERMANY:	Deutsche National Bibliographie.
HOLLAND:	Brinkman's Cumulative Catalogus van Boeken.
*ITALY:	Il Libro Italiano.
NORWAY:	Kvartalsfortegnelse over Norsk Litteratur. Arskatalog over Norsk Litteratur.
PORTUGAL:	Bibliografie Portuguesa e Publicacoes Periodicas e Fasciculares.
SPAIN:	Bibliografia General Espanola e Hispano-Americano. Bibliografia Hispanica. Bibliografia Hispana.
SWEDEN:	Svenska Bokhandelstidning. Aarskatalog for Svenska Bokhandel
SWITZERLAND:	Das Schweizer Buch.

* Note should be taken of the item, Books from Italy, listed in Tools for an International Searching Service, compiled by Arnold D. Ehlert, which consists of subject lists of new books of various publishers, as well as sections for offers and wants.

MONDAY, JUNE 14, 7:00 P.M. (Cont.)

TOOLS FOR AN INTERNATIONAL SEARCHING SERVICE

Compiled by Arnold D. Ehlert, Th.D.
Librarian, Dallas Theological Seminary

Want List Publications

Libraries, as well as book dealers, can subscribe to the following periodical publications which carry "wants" and "offers" and usually list catalogues received. The list of catalogues is annotated to show subjects covered, so one can compile a list of dealers from whom to request catalogues, and to whom to send want lists, if such are issued. Advertising rates vary from 5 - 10 cents per title per issue.

UNITED STATES - Want List, The Book Trade Weekly, Eugene Thumim, publisher, 95 Broad St., New York 4, N. Y., annual subscr. \$5.00. Weekly.

Antiquarian Bookman, Weekly magazine of the Antiquarian book trade, Sol. M. Malkin, man. ed. Published by the R. R. Bowker Co., 62 W. 45th St., New York 19, N.Y. Subscr. \$3.00. Weekly.

The Booktrade Wants, Published by Albert Saifer, 529 S. Melville St., Phila. 43, Pa. Subscr. \$2.50. Weekly.

Library Wants, Published by the same. Details not available.

Odd Volume Index, Published by the same. Odd volumes cumulated quarterly and annually in one alphabet. No extra charge for this service to subscribers, \$2.50 per year.

GREAT BRITAIN - The Clique, Published by the Antiquarian Booksellers' Association, Mr. P.H. Muir, pres., 180 Brompton Rd., London, S.W.3, England. \$4.00. Weekly.

The Book Exchange, Published by Fudge & Co., Sardinia House, Kingsway, London, W.C.2, England. Subscr. \$2.00. (A new publication.) Monthly.

HOLLAND - Vraag en Aanbod, Published by De Boeckhalle, M. L. Sweris, Botermarkt 14, Leiden, Holland. Subscr. \$3.00. Biweekly.

FRANCE - Le Bouquiniste Francais, Organe du Syndicat de la Librairie Ancienne et Moderne, 176, Rue Montmartre, Paris (2e), France. Subscr. 375 fr.

AUSTRIA - Das Antiquariat, Halbmonatschrift fur alle Fachgebiete des Buch- und Kunstantiquariats, Walter Krief Verlag, Herbert Stubenrauch Verlagbuchhandlung, 12a, Wien I/1, Stock-im Eisenplatz 3-4, Austria, Subscr. 60g

ITALY - Books from Italy, Expert list. Pub. by Bollettino Bibliografico a Cura della Rivista Leonardo, Viale Mazzini, 46, Firenze (Florence), Italy. Subscr. (bimonthly) L.300 for 6 numbers. This purports to be a complete list of all Italian publications collected by real bibliographic research, together with sections for "wants" and "offers" of second-hand materials.

TUESDAY, JUNE 15, 9:00 A. M.

(Presiding: Leo T. Crismon, Librarian,
Southern Baptist Theological Seminary)

DEVOTIONAL PERIOD

Conrad Bergendoff, President
Augustana Theological Seminary

LIBRARY BUILDINGS AND EQUIPMENT

By Herbert H. Schmidt, Librarian
Lutheran Seminary, Gettysburg, Pa.

In 1938 William W. Bishop wrote: "There are not many books on American library buildings, and too few of these are liberally furnished with plans and views of the buildings themselves." (Hanley: College and Library Buildings). I believe Mr. Bishop would restate his opinion about books in this field today. Part of the trend to examine the status of librarians and librarianship has been to make a definite study of the physical structures and equipment of libraries. In ten years enough has been written along these lines to supply a much better reading list. Two recent publications by the A.L.A. are pointed in that direction. In the introduction to the book Library Buildings for Library Service the section pointing to the threshold of a new era in library building and design, the statement is made: "The beginning of such a period is indicated by the great interest in recent years in the problems of library design on the part of many librarians and architects."

The program committee for this conference has felt the pulse of this movement. Considerable interest has been shown in our new seminary library building at Gettysburg. (For several weeks our staff felt more like official guides than library workers.) Of the many visitors three have been librarians from seminaries hoping to build new libraries; two, from the campuses of small colleges, and a faculty group from a nearby Roman Catholic institution looking forward to the erection of a library at some future date. The architect has been asked for copies of floor plans by two institutions contemplating new libraries. I feel certain this experience could be matched by librarians in this group who have new buildings under construction, or recently completed.

Aside from the widespread interest in new and better library buildings, which has also infected the seminaries, there is another reason for the timeliness of our discussion. Mr. Jesse says: "Seldom does a librarian have an opportunity to plan more than one building. This means that there are no real building experts within the profession and that there is very little cumulative wisdom brought to bear on proposed buildings. Almost everyone starts from scratch and almost everyone makes the same mistakes that have been made before." (A.L.A., The Library Building, p. 5) A meeting like this should take some of the sting out of a part of this verbal chastisement, and keep us from being the type of fool who makes the same mistake twice.

Lest there be any false impressions, think of your leader of this discussion on the topic assigned, not as a library building authority, but more like that

TUESDAY, JUNE 15, 9:00 A.M. (cont.)

of a sergeant with one campaign ribbon and some battle stars. There are majors and generals in the battle for better library buildings and equipment here in this room; we'll be turning to them shortly. Just now I would be among you "as he that serveth" the cause, having had in his nostrils the pleasant odor of newly-turned earth in the ground-breaking for a new library building; and whose ears are still ringing with the sound and echo of the "Oh's and Ah's" of the fine accomplishment at Gettysburg. Between the first shovelfuls of earth and the sounds of the dedicatory address I have had sawdust in my hair, plaster on my clothes, cement on my shoes, paint on my fingers, some painful moments, and many exciting moments. Your sergeant has been on the front line; he has come through the battle (and, believe me, it was a battle at times)! I shall make no attempt to set up technical formulae and planned data whereby we might guarantee functional seminary libraries in all of our theological schools. However, suggestions for a master plan of such nature might grow out of a meeting like this. I shall open the subject along broad lines of consideration, and then we shall have a free exchange of information and ideas. "Each building should be an evolution in itself, based on local needs, conditions, and resources." (Lowe, p. 7). Thus, I shall follow the general outline of procedure one uses in planning for a building, planning the building, equipping it, etc. Personal allusions as to what happened at Gettysburg will be used only to highlight facets of procedure here and there; and to show the effect of theories and trends in library building and practice, solidified in steel and cement in one recent example.

Let this be the scaffold for erecting our structure on the basis of the topic assigned: (1) Is the building needed?, (2) The building committee, (3) The triumvirate (librarian, architect, and the committee chairman), (4) The plan and design (cost, size, location, etc.), (5) Construction and equipment, and (6) Moving, dedication, and total results.

(1) - IS THE PROPOSED BUILDING NEEDED? At first it might seem facetious to raise this question, but three groups cause it to be asked: (1) those compelled to raise it, (2) those who raise the question out of curiosity, conservatism, etc. and (3) where not raised, those who should be agitating it.

To those immediately concerned, that is, librarians who feel the dire need of new space, equipment, shelving and similar physical improvements, this is a rhetorical question. However, frequently the local administration is not fully aware of the difficulties the library staff actually faces, and is not appreciative of the differences a new set-up would make. For instance, soon after our new library set-up was in operation at Gettysburg, circulation doubled and our fine modern equipment was the chief factor in the upward curve. There was a noticeable increase in the use of the other library facilities on the part of faculty and students.

Concerning the second group, namely, those who raise the question "Is the proposed building needed?" out of curiosity, conservatism and similar reasons, one or two statements must suffice here. Some alumni, some of them lightly and some seriously, said "We managed, why can't the students in attendance now do likewise? Other things are more badly needed." Some "outsiders" during the campaign for funds, said this: "Think what it would mean if seminary students were taught to sacrifice and the amount of money for a new library would be given to missions."

TUESDAY, JUNE 15, 9:00 A.M. (cont.)

To sell the idea of a new library building to such "library sales resistance", make a careful survey, have a written program, use pictures to demonstrate the value of the critical points involved and carry out a militant campaign in the light of the ultimate contribution to the Kingdom of God. Later this same material will be highly useful when conferring with the architect and the contractor.

To those who feel that would be "nice to have a new library" but abide complacently in out-moded or nearly out-moded buildings and equipment, there is this reminder in the opportunity of librarianship: Are you using "horse-and-buggy" equipment to meet the needs of the atomic age? Are you keeping pace with the campus-improvement program if there is one? And, to theological seminary librarians, we might state it like this: Are we good stewards of our opportunity and responsibility in being contented with out-moded equipment and limited facilities? If we are not interested in library building planning, shouldn't we be? Let us not forget that better books, better study environment, and better library facilities make better ministers. Adequate housing is a most important factor in proper library service. We are always part of all we have met.

(2) - THE BUILDING COMMITTEE. John A. Lowe in his book, Small Public Library Buildings, (p.7) defines the Building Committee as "That group of persons charged with responsibility for the planning and construction of the building. This group represents the government, the Trustees, or the donor, and it is of utmost importance that the authority of the committee so constituted be established before any step is taken. Its duties must be outlined. . .it acts as a unit. . . it may be augmented by those who have important skill or information to add."

As far as my reading and experience are concerned this about covers it, broadly speaking. The Building Committee for the Gettysburg Seminary Library met nine times over a period of 2 years. Its eight members, drawn from the Board of Directors of the Seminary played their biggest part in the inception-stage of the building. Because of the help of a splendid architect they were ready to ask for bids by the sixth meeting of their committee, even though, as Waldon says, "library planning is a difficult and intricate business" (A.L.A., The Library Building, p. 9). A representation of the pastors and laymen constituting the committee made what one might call "two inspection tours" of the building during its developmental stage. On one or two occasions when some major decision had to be made during actual construction, members were consulted by telephone. All other details and work which should have fallen to a committee were cared for by the president of the seminary, the architect and the librarian.

(3) - THE TRIUMVIRATE. We pause for a moment to consider THE TRIUMVIRATE: Chairman of the building committee (or other responsible person), the architect, and the librarian. In the final analysis these three must see to it that the total result will be more than a building with a library in it. Two quotations from the A. L. A. book, The Library Building, verify my experience and cover what one might say in general on the matter. One is by William H. Jesse: "It is seldom taken into consideration that there will be an architect for every building program and that the architect is likely to be a great deal more intelligent, up-to-date, and reasonable than librarians ordinarily think. Our well-known difficulties with our architects arise, too often, because we librarians are not able to analyze and state our program properly, because we act as though we know

TUESDAY, JUNE 15, 9:00 A.M. (cont.)

more about the architect's business than he does. Of course, there have been, and are, architects who are prima donnas and who are liable to run away with any project they get their hands on. These cases appear to be the exception, not the rule."

The other quotation is worded by Malcolm G. Wyer: "There has been a very fine development during recent years in the cooperative attitude shown by architects, library trustees, and librarians in realizing that planning a library building requires the joint contribution of all three. Librarians and library trustees have given much more attention to the preparation of a list of requirements for the guidance of architects, and architects have gone to a great deal of trouble to learn the point of view of librarians as to the functional importance of a library plan." (p. 15).

(4) - PLANNING AND DESIGN. Here enter such elements as the cost, the type of construction, size, location, layout, accommodations, and services to be rendered. In fact, there are so many functions to be worked into a physical structure, and such a multitude of factors to be taken into consideration, that the whole enterprise should be begun, continued, and ended with prayer. Wheeler says, "neither architecture or equipment can begin to be so important as the basic process of planning." (A.L.A. p. 5).

There are helpful books on determining needs and procedures, standard measurements and tables, there are building code regulations, there are the recommendations of guilds, bureaus, and institutes, and so on ad infinitum. Do not be surprised to hear conflicting opinions and variant specifications from these sources. Even in the literature prepared by special library committees on the building of library structures variations occur. For example, one publication says "allow 25 square feet per reader" (p. 2 Dear Mr. Architect). Another says, "allow 15 square feet per person at tables" (Lowe, p. 14). Unless certain other considerations are taken into account a structure planned on one set of figures would not result in the desired building if the other set were used in its erection. In using the dimensions of shelves for capacity estimates one publication (Dear Mr. Architect) states, "length of shelves between uprights. . . 3'," and eight books per shelf foot. Another text warns (Lowe p. 13) that a standard 3'0" section or shelf is actually only 2'11"; and, therefore one should figure only 6 octavo volumes per lineal foot in calculating full maximum capacity. In estimating the present and future needs at Gettysburg the architect used the figure of eight books to the lineal foot for single-face sections and seven books to the lineal foot for double-faced sections. The modular building unit is spoken of as being 4" but actually the architect figures on three and seven-eighths inches. The seeming discrepancies are resolved by the unity in their diversity. Fortunately, for librarians already busily engaged in their regular work, yet participating in the planning and erection of new quarters, there is a considerable mass of data from which to draw workable conclusions where necessity as well as opportunity invites their contribution to the planning and construction. We shall display wisdom rather than knowledge, however, if we lean heavily on the architect after we have outlined our holdings, needs present and future, and the services to be rendered. The specification and detail phase of planning and design are his job anyway.

TUESDAY, JUNE 15, 9:00 A. M. (cont.)

However, this much is axiomatic--arrange on the main floor as many services as possible; then fit your building to the requirements and not your requirements to a building.

(5) - CONSTRUCTION AND EQUIPMENT. The two minutes which are to be given to an introductory statement on the construction and equipment step in moving from the idea-and-paper-stage to the dedicated building can be put succinctly in a one-sentence d oxology and a quoted paragraph.

Thank the Lord if you get the services of a sympathetic contractor and the labor of conscientious workmen!

Regarding the synthesis of needs, plans, and physical materials, let the words of Herman H. Fussler put it in brief compass: "Were we to have perfect knowledge of the needs of readers, books, staff, and special materials, we should still not be able to design or erect a library building. Concepts with relation to each of these must be fitted together, reconciled, and translated into a concrete design, and later into a physical structure. This translation requires the assistance of many skills and arts--those of the architect to give the building form, harmony, beauty, integration, and structural soundness; arrangements--legal, financial, and otherwise--with many people, including the staff, the builder, the trustees, the engineers, and the subcontractors. The building, properly arranged and integrated, would be a failure unless it were also properly lighted and its atmosphere attractive physically as well as esthetically. . . . all parts of a building must be brought together to form a library". (A.L.A. Library Buildings for Library Service, p. vii).

(6) - MOVING, DEDICATION, AND TOTAL RESULT. In bringing this preview of our panel to the area of conference participation, by way of conclusion and transition, let these proposals be handles whereby we take hold.

The marshalling of these thoughts and observations had to be done on a broad scale because of the nature of the topic and the breadth of interest represented in this meeting. At times my giant strides did not enable me to stop to examine the matters governed particularly by local interests such as contracts, equipment, furnishings, moving day "operation Promised Land," and the service of dedication. However, taken in their order with the same candor, vision, and the power of prayer these steps in the process will contribute to the constitution and construction of an inviting and efficient theological seminary library building.

In such a library for today and tomorrow will be found: 1.) Flexibility. 2.) Easy and quick access to the books wanted. 3.) Plenty of good dependable light. 4.) The refreshment of good ventilation. 5.) Quiet and the opportunity to read undisturbed. 6.) Comfortable, convenient furniture. 7.) Secluded rooms and alcoves for serious work. 8.) Charming, intimate surroundings in other parts of the building as well as in a browsing room. 9.) A study center for the seminary as well-appointed in beauty and purpose as the institution's worship center.

It is almost a truism to say that such an ideal seminary library building has not been built. Nevertheless we have come to feel at Gettysburg that we have

TUESDAY, JUNE 15, 9:00 A. M. (cont.)

this proximate objective as far as our needs are concerned. The next century will be required to test its modernity.

REFERENCES CITED

1. American Institute of Architects. "The Library Building," Bulletin of The American Institute of Architects (July and September 1947), Washington, D.C. (Reprint by A. L. A., 1947).
2. Chicago, University. Graduate Library School. Library Institute. Library Buildings for Library Service, ed. by Herman H. Fussler, Chicago, American Library Assn., 1947.
3. American Library Assn. Dear Mr. Architect. Prepared by Committee on Planning School Library Quarters, American Association of School Librarians. . . 1946.
4. Hanley, Edna Ruth. College and University Library Buildings. Chicago, American Library Assn., 1939.
5. American Library Association. Small Public Library Buildings. Prepared for the A. L. A. Committee on Library Architecture and Building Planning, John Adams Lowe, Chairman. Chicago, 1939.

BIBLIOGRAPHY ON LIBRARY BUILDING

- Fussler, Herman H. ed. Library Buildings for Library Service. Chicago: A.L.A., 1947.
- The Library Building (American Institute of Architects. Building Type Reference Guide, No. 3). Chicago: A. L. A., 1947.
- The Pioneer. Library Bureau Division, Remington Rand Inc. Vol. II, No. 5-6 May-June 1948.
- "The College Library Building," Chapter X of College and University Libraries and Librarianship. Chicago: A. L. A., 1946.
- "The Physical Plant," Chapter VII of Principles of College Library Administration, by William H. Randall and F. L. D. Goodrich. Chicago: A.L.A. and University of Chicago Press. 1941.
- "The Library Building and Equipment," Chapter XV of The Administration of the College Library, by Guy R. Lyle. New York: H. W. Wilson Company. 1945.
- "Buildings and Equipment," Chapter XIV of The University Library, by Louis Round Wilson and Maurice F. Tauber. Chicago: University of Chicago Press. 1945.
- Gerould, James T. The College Library Building: Its Planning and Equipment. New York: Scribner's. 1932. Reprinted, Chicago: A.L.A. 1938.

TUESDAY, JUNE 15, 9:00 A.M. (Cont.)

Hanley, Edna R. College and University Library Buildings. Chicago: A.L.A. 1939.

Wheeler, Joseph L. and Githens, A. M. The American Public Library Building: Its Planning and Design with Special Reference to Its Administration and Service. New York: Scribner's. 1941.

Moore, John C. B. (Moore & Hutchins, N. Y.) "Goucher College Library Plans," in American Library Association Bulletin, Vol. 34, pp. p-144-152. August 1940.

Ellsworth, Ralph E. "Colorado University's Divisional Reading Room Plan: Description and Evaluation," College and Research Libraries, 2:103-9. March 1941.

McCrum, Blanche F. Estimate of Standards for a College Library. Lexington, Virginia: Washington & Lee University. 1937.

Alexander, Carter. Tomorrow's Libraries for Teachers Colleges: A check list to aid in securing library plant and equipment equal to the expected demands on these institutions. Prepared for the Committee on Standards and Surveys of the American Association of Teachers Colleges.

Schunk, Russell J. Pointers for Public Library Building Planners. Chicago.

The Orange Conference: A Meeting of the Cooperative Committee on Library Building Plans held at the Plant of Snead and Company, Orange, Virginia, October 26-28, 1945. Philadelphia: Stephenson Brothers. 1946.

The Second Princeton Conference: A Meeting of the Cooperative Committee on Library Building Plans held at Princeton University, Princeton, New Jersey, June 12-14, 1946. Philadelphia: Stephenson Brothers. 1947.

The Proposed Library, Mississippi State College.

Campbell, Donald K. and Goodwin, Clinton Foster. "A Primer of Library Planning," Wilson Library Bulletin, Vol. 20, No. 5, January 1946.

Laing, A. K. "Architecture of the Small Library," Library Journal, 71:809-13, June 1, 1946.

Macdonald, A. S. "New Possibilities in Library Planning," Library Journal, 70:1169-74, December 15, 1945.

Wheeler, J. R. "Planning for Post-War Library Building," A. L. A. Bulletin, 36:179-91, March 1942.

For additional articles, see Library Literature under "Architecture and Building" and Art Index, Education Index, and Reader's Guide to Periodical Literature under "Library Architecture."

TUESDAY, JUNE 15, 9:00 A. M. (Cont.)

Darley, W. G. "Lighting for the Postwar School," American School Board Journal, 108:37-40, June 1944.

"Fluorescent Notes," Architectural Record, 94:90-, September 1943; 95:96-, January 1944.

Luckiesh, M. "Lighting for Easy Seeing," Architectural Record, 93:54-9-, May 1943.

Wheeler, Joseph E. and Githens, Alfred M. "Lighting, Natural and Artificial," Chapter 38, pages 393-405, in The American Public Library Building. Chicago: A.L.A. 1947.

CIRCULATION AND REFERENCE PROBLEMS

By Elizabeth Royer, Librarian
Candler School of Theology, Emory University

When Mr. Beach asked me to pinch hit by leading the discussion for the workshop on circulation and reference problems, he wrote "just talk from your experience at Emory." That is exactly what this is, an experience meeting in the hope that we may help each other in solving our problems.

This discussion will touch on general circulation, reserve book and reference problems as we find them at Emory.

I. What types of materials shall we circulate generally? Obviously books make up most of the general circulation. There are always the encyclopedias, dictionaries, bibliographies and such books which are automatically made reference. What are we to do with the basic books which are out of print and for which the inflationary prices make general circulation almost prohibitive? Must we make these books reference and restrict their use?

We all have requests from faculty and students both for the circulation of periodicals, bound and unbound issues. Of course there are some periodicals so scarce or fragile that, in the interest of their preservation, circulation is unthinkable and until they can be microfilmed, their use would be restricted to research only. We allow our faculty to take bound periodicals to their offices which are in the same fire resistant building as the library and they are therefore not subjected to the fire and other hazards which might destroy them in private homes.

Problems similar to those of periodicals face us in the circulation of serial publications such as reports of the churches, their various branches, boards and departments, which form the basic source materials of these churches.

The circulation of theses can be solved by requiring the depositing of two copies in the library allowing the carbon copy of the thesis for inter-library loan and other circulation.

TUESDAY, JUNE 15, 9:00 A. M. (Cont.)

II. When the book collection is small, it is sometimes necessary to limit the number of books which a student may have out at one time, possibly to four books. This is very hard to check without borrower's cards. As the size of the collection warrants it, the number of the books borrowed can usually be left to the discretion of the student to be reasonable. This holds true also in the number of books borrowed by members of the faculty.

III. The usual borrowing period for students is fourteen days with the privilege of one renewal provided there is no request for the book. The general library at Emory will renew for 48 hours even if there is a request. Practice varies as to telephone renewals and the presence of the book for renewal. As our students do most of their studying in the library and have classes in the same building, we do not require the book for renewal as in most cases it can be brought in later in the day if there is a request for it.

It is well to send out overdue notices or to contact the students personally when the book has been overdue as many as three days.

We find that all students love a bargain and by charging five cents a day per book and allowing one-half off for cash when the book is returned, there is not much trouble collecting fines.

Faculty are usually allowed to borrow a book for a semester or quarter depending on the university calendar and provided there is not a request for the book. They are always cooperative in returning a book if a request is received for it. We send out letters at the end of each quarter stating that we are checking on the correctness of our records and asking whether the books listed as charged out to them are correct and suggesting that they return any they have finished and request a renewal on the others. They have always been most cooperative in this.

IV. As Mr. Kuhlman so ably pointed out in his discussion of library buildings, the handling of reserve books depends on the physical set-up of the building and the size of the library staff. Shall we or can we have open or closed shelves? I am so glad he mentioned that in critical times, as the examination period or term paper time, reserve books will disappear when students are desperate for them. I do not feel so badly in having to admit that such a thing will happen. Many of us do not have the ideal set-up for handling reserves and must do the best we can. At Emory we hope to have a full time assistant soon who will be in the reading room all of the time to keep an eye on the little glass enclosed alcove housing the reserve books to see that students sign for those books and return them to the desk before leaving the room. It is hard for students to understand why they must sign for a book which they are not to take from the room.

It is also hard, but necessary, to maintain quiet in a room used for study, circulation and reference.

We reserve the privilege of restricting the use of reserve books to two at a time at the critical periods. At other times we allow students to surround themselves with books, which they seem to think facilitates term paper writing.

TUESDAY, JUNE 15, 9:00 A. M. (cont.)

For typing or group use of one book we give special permission for taking a reserve book to some other part of the Theology building. However, many requests come in to take reserve books for an hour or some such limited period during the day to the dormitory, student lounge or other comfortable spot. The danger there is that they might take a book to class merely to hold for the next vacant hour if circulation of reserve books is allowed generally outside the reading room during the day. If a fine is charged for the late return of such borrowing, students might consider it a rental and worth the price to thus hold the book not considering the fact that the other fellow could be using it while they sit in class with it.

With the housing situation so critical, the question comes up of how early in the evening or afternoon reserve books may be taken for overnight use. Some of our students, who drove as much as forty miles a day each way to and from their homes, felt that they could not wait until 8:30 P.M. to take out a reserve book and were badly hampered in their studying. On the other hand students living on the campus did not feel that it was fair for off campus students to take the books earlier than they could. We called a student body meeting and threw the question into open and heated discussion. Finally the students decided that fair procedure would be to allow one book to be taken out at 5 P.M. but if a second book is desired (our limit is two books for overnight use) it could not be taken until 8:30 P.M. On Saturday the hours being one book at 1 P.M. and a second at 5 P.M. The hour for return of reserve books is 8:30 the next morning with Saturday books being due on Monday morning.

Many seminaries now have a four day class week to allow ample time for two hours of outside preparation for each hour in the classroom. What about circulation of reserve books over the long week end? The students at Emory in a straw vote expressed the desire for allowing reserves to go out at noon on Friday to be returned by 8:30 Monday morning. We shall try that when the new schedule starts in the fall.

Our fine for the late return of reserve books is twenty-five cents per hour or part of an hour, with one-half off for cash when the book is returned. It is most effective.

V. Many of us are not privileged to have orientation classes in the use of the library which are taught for credit. It is very necessary for the librarian to have at least one period of orientation with the new students each quarter or semester. Students should be briefed on the use of the card catalogue with special attention to cross references, and to the wealth of information concerning the book to be found on the catalogue card, such as the dates of the book and its author, collation, presence of bibliographies, etc. The use of periodical indexes should be called to their attention, and subject bibliographies. Encyclopedias with bibliographies at end of each article, dictionaries, poetry indexes, books of quotations and other such reference books should be mentioned. At Emory where we use the Library of Congress classification, we find it helpful to make a brief comparison with the Dewey classification and to explain just how the books are shelved by the L. C. classification.

TUESDAY, JUNE 15, 9:00 P.M. (cont.)

One very delicate reference problem is exactly how much personal help should be given students in preparing term papers and theses, in running down homiletical illustrations and writing book reviews upon the assignments of the professors. We can suggest subject headings, subject bibliographies, encyclopedias and other reference aids and at the first request for help should follow up these suggestions to see whether the student has understood their use and found the needed information.

How much time can we afford to spend on the outside requests for genealogical information, historical material on individual churches and such information as people out in the church are constantly seeking? That is a very delicate situation in a denominationally connected seminary.

As to inter-library loans, whether they come under circulation or reference problems, shall we stick closely to the A.L.A. code? How much borrowing should we do for our faculty and students? Although we would not use inter-library loan for reserve books, should we borrow for students in seminar or directed study courses or force them to confine themselves to that material which is on hand?

BUSINESS SESSION

SEE APPENDIX A

TUESDAY, JUNE 15, 2:00 P. M.

(Presiding: L. R. Elliott)

DISCUSSION

In following up the two papers of the morning session, some time was devoted to a discussion of the questions therein raised.

I. MISS NEWHALL'S REPORT. Concerning the matter of the more adequate indexing of religious periodical material, Miss Newhall pointed out that seminary librarians favored by a margin of two to one having a new separate index if possible. On the other hand, the public librarians do not desire a separate index as this would probably lift out titles from the existing general indexes which they desire to see continued. The most feasible and likely course at present would appear to be the expanding of an existing index (probably the International Index) to include more titles.

With regard to librarians cooperating in the actual indexing of material, Miss Newhall questioned this course of action, feeling rather that subject specialists are more appropriately equipped to do this.

The possibility of a union list of denominational periodicals was mentioned.

An important "lack" cited are the runs of back issues of unindexed religious journals. Miss Newhall named several sources of help in using these resources. (See bibliography attached to her report.)

In future relationships with commercial concerns regarding changes and inauguration of indexes, etc., the judgment was expressed that our existing committee on religious periodical indexing should serve as ATLA spokesman, and should be given a free hand in such relationships.

The Secretary of ATLA was requested to urge the publishers of religious journals lacking individual indexes to prepare and continue such indexes; also to encourage those who issue annual indexes to prepare cumulative indexes.

Mr. Ehlert pointed out that some individual foreign periodicals index themselves adequately. Mr. Gapp expressed the opinion that eventually we would need to consider the problem of more adequate indexing of foreign periodicals, but not now.

II. MISS ROYER'S PAPER. In the light of the presentation on circulation and reference problems by Miss Royer, several comments from the floor may be noted here.

Mr. Turner reported that at the Joint University Libraries, the librarian met with the faculty to improve faculty-library acquaintance with library arrangements and resources. One useful device used is the preparation of subject cards designating those areas of the classification which coincide most closely with the content of the curriculum. This card file is made available to the students.

TUESDAY, JUNE 15, 2:00 P.M. (cont.)

Miscellaneous experiences in the handling of reserve books were reported upon.

Mr. Sonne urged that we need to work out a code of ethics for the use of libraries.

BUSINESS SESSION

SEE APPENDIX A

APPENDIX A

BUSINESS SESSION - MONDAY MORNING, JUNE 14, 10:30 A.M. The following pro-tem Constitution Committee was appointed by President Elliott, with instructions to bring in recommendations at a subsequent business session: Miss Winifred Eisenberg, Kenneth S. Gapp, and O. Gerald Lawson, Chairman.

BUSINESS SESSION - MONDAY AFTERNOON, JUNE 14, 4:00 P.M. In order to preclude the simultaneous expiration of terms of all members-at-large of the Executive Committee, E. F. George proposed that the terms be divided as follows: one member for one year; two members for two years; and two members for three years. All elections subsequent to this Conference would be for the three year term.

The following pro-tem Nominating Committee was appointed by President Elliott: Miss Margaret Van Raden, Leo T. Crismon, and Enos E. Dowling, Chairman.

BUSINESS SESSION - TUESDAY MORNING, JUNE 15, 11:00 A.M.

- I - The Constitution Committee presented its report as follows:
- (1)--There shall be no change in the membership qualifications as already provided for in the Constitution. VOTED.
 - (2)--As an additional By-law, it was proposed that "five members at large on the Executive Committee are elected for a period of three years, or until their successors are elected." VOTED.
 - (3)--It was proposed that "the instructions of the Association regarding the method of election to initiate the three year term of office shall be followed and thereafter this By-law shall be null and void." [This statement refers to the plan, this year, for election of one member for one year, two for two years, and two for three years, as presented in the Monday afternoon business session.] VOTED.
 - (4)--It was recommended that the tentative Constitution adopted at Louisville be ratified, incorporating the changes indicated under points 1, 2, and 3 above. VOTED.

II. - The following report of the Nominating Committee was presented, and the individuals so named were unanimously elected:

President - L. R. Elliott, Librarian, Southwestern Baptist Theological Seminary.

Vice-President - Miss Lucy W. Markley, Librarian, Union Theological Seminary (New York)

Secretary - Robert F. Beach, Librarian, Garrett Biblical Institute

Treasurer - Jay Stillson Judah, Librarian, Pacific School of Religion

Other members of the Executive Committee:

- 1 year - E. F. George, Librarian, Evangelical Seminary, Naperville
2 years- O. Gerald Lawson, Librarian, Drew Theological Seminary; Miss Evah Ostrander, Librarian, Chicago Theological Seminary
3 years- Miss Dorothea Conrad, Librarian, Evangelical Theological Seminary, Capital University; Leo T. Crismon, Librarian, Southern Baptist Theological Seminary.

APPENDIX A - (cont.)

President Walter N. Roberts of Bonebrake Theological Seminary is also a member of the Executive Committee, as the official representative of the AATS.]

III. The following special projects and areas were presented as those most worthy of committee study and action during the forthcoming year, and were unanimously approved:

- (1) Consideration of the possibilities of a program of study for library-theological training, in line with the recommendations of Dr. Gapp's report. A further responsibility in this connection would be the study of the setting up of personnel standards in individual libraries.
- (2) Religious periodical indexing
- (3) Cataloging and classification
- (4) Periodical exchange (with endorsement of trial of Mr. Judah's plan)
- (5) Master list of research studies in religion
- (6) Extension library service, particularly as envisaged in Dr. Brinn's paper
- (7) Library buildings and equipment

[In addition, the Secretary was instructed to serve as a continuing liaison person in relation to the problem of the re-issue of out-of-print religious books.]

IV. With regard to the expenditure of Association funds, the Executive Committee was asked to serve as guide in the matter.

V. The following Resolutions Committee was appointed:; Leo T. Crismon, Jay S. Judah, and E. F. George, Chairman.

VI. Mr. Ernest M. White presented the Treasurer's Report, as follows:

RECEIPTS:	1947 Conference registration	\$ 55.00	
	Membership dues	537.00	
	Sale of 1947 PROCEEDINGS	12.00	
	Miscellaneous	<u>.90</u>	\$604.90
DISBURSEMENTS:	Postage, stationeries, etc.	\$ 96.34	
	1947 PROCEEDINGS	85.00	
	Out-of-print questionnaires	5.00	
	Periodical index questionnaires	6.00	
	Bank charges	<u>1.88</u>	<u>194.22</u>
	Balance on hand, June 13, 1948		\$410.68

APPENDIX A - (cont.)

VII. Mr. Ernest M. White, as Chairman of the Membership Committee, gave the following report of the work of his Committee, and of the present state of the membership:

The Membership Committee is happy to submit the following membership totals for this, the initial, year of the American Theological Library Association: Active memberships, 86; Associate memberships, 5; Institutional memberships, 72.

A special effort was made to procure institutional memberships from the libraries of seminaries already belonging to the American Association of Theological Schools. Out of a possible 94 memberships, besides the schools in Canada, 72 were obtained. This represents over 76 per cent of the total possibilities, and it is our hope that the second year of our organization will realize a 100 per cent membership in this category.

Clara L. Byers
Robert F. Beach
Ernest M. White, Chairman

CONCLUDING BUSINESS SESSION - TUESDAY AFTERNOON, JUNE 15, 3:30 P.M.

I. The report of the Resolutions Committee was approved, as here given:

Whereas, the ATLA has again been highly stimulated by the papers presented at this its second session:

Be it resolved, that we thank those who have contributed reports and papers, and the committees that they represent, for the high quality of their work in advancing theological librarianship, and for the excellent stimulation they have given to continue with this progress.

Whereas, much time has been devoted to the interest of theological librarians on the part of the officers and the committee members of the American Theological Library Association;

Be it resolved, that we express appreciation to Dr. L. R. Elliott, the president; Mr. Robert F. Beach, secretary; Mr. Ernest M. White, treasurer; and to the members of the Executive Committee.

Whereas, our meetings have been greatly inspired by the presence in our midst of members of the American Association of Theological Schools present for their biennial session to follow:

Be it resolved, that we express our deep regard for the purposes and services of AATS and gratefully recognize their interest in theological libraries as expressed in their proposed agenda for the coming biennium.

Whereas, President Walter N. Roberts and his staff of colleagues have so splendidly ministered to all our physical and social needs:

APPENDIX A - (cont.)

Be it resolved that we greatly appreciate their kindness and efficiency, and we will retain the finest of memories of the pleasant hours spent at Bonebrake Theological Seminary.

Respectfully submitted,

L. T. Crismon
J. S. Judah
E. F. George, Chairman

II. Appointment of the following special committees was made by President Elliott:

Personnel: O. Gerald Lawson, Chairman; Kenneth S. Gapp, John H. Scammon

Religious Periodical Indexing: Jannette E. Newhall, Chairman; (other members to be designated.)

Cataloging and Classification: Lucy W. Markley, Chairman; Leo T. Crismon, (other members to be designated.)

Periodical Exchange: Evah Ostrander, Chairman; Winifred Eisenberg, J. Stillson Judah, Margaret Van Raden

Master List of Research Studies in Religion: Niels H. Sonne, Chairman; (other members to be designated.)

Extension Library Service: Henry M. Brimm, Chairman; Mrs. Grace Teague, (other members to be designated.)

Library Buildings and Equipment: Herbert H. Schmidt, Chairman; Fred D. Gealy, (other members to be designated.)

III. Concerning the time and place of future meetings, it was felt that at least for the near future, ATLA should meet in conjunction with AATS (i.e. in 1950). For 1949, it was recommended that the annual meeting of ATLA be arranged in the central part of the country at least two days preceding, or two days following the Annual Conference of the American Library Association.

IV. It was moved that the financing of the special committee projects be referred to the Executive Committee, with power. VOTED.

V. It was recommended to include President Elliott's address to AATS in the Proceedings of this Conference.

CONFERENCE ADJOURNED

APPENDIX B

REGISTRATION ROLL

Conference of Theological Librarians

June 14-15, 1948
Dayton, Ohio

- ANDERSON, JULIA D. Librarian - Columbia Theological Seminary, Decatur, Ga.
- BEACH, ROBERT F. Librarian, Garrett Biblical Institute, Evanston, Ill.
BEHNEY, J. BRUCE. Faculty Librarian, Bonebrake Theological Seminary,
Dayton, O.
- BOWMAN, RAYMOND A. Librarian, University of Chicago (Divinity School),
Chicago, Ill.
- BRIMM, H. M. Librarian, Union Theological Seminary, Richmond, Va.
BUSHEE, RALPH WALDO, JR. Order Department, Newberry Library, Chicago,
Ill.
- BYERS, CLARA L. Librarian, San Francisco Theological Seminary, San
Anselmo, Calif.
- CADBURY, HENRY J. Director, Andover Harvard Library, Cambridge, Mass.
CHANDLER, EMILY MORRISON. Librarian, Westminster Seminary, Westminster, Md.
CONRAD, DOROTHEA. Librarian, Capital University, Evangelical Lutheran
Seminary, Columbus, Ohio.
- CRISMON, LEO T. Associate Librarian, Southern Baptist Theological Seminary,
Louisville, Ky.
- DAGAN, ALICE M. Ass't. Librarian, Chicago Lutheran Theological Seminary,
Chicago, Ill.
- DAVIDSON, NELLE C. Librarian, New Orleans Baptist Seminary, New Orleans,
La.
- DOWLING, ENOS E. Librarian, School of Religion, Butler University, Indi-
anapolis, Ind.
- EHLERT, ARNOLD D. Librarian, Fuller Theological Seminary, Pasadena, Calif.
EHLHARDT, GEORGE B. Librarian, Duke Divinity School, Durham, N. C.
EISENBERG, WINIFRED V. Ass't. Librarian, Lutheran Seminary, Philadelphia,
Pa.
- FISHER, ILO. Librarian, Wittenberg College, Springfield, Ohio.
FRITZ, WILLIAM RICHARD, Ass't. Librarian, Lutheran Theological Seminary,
Columbia, S. C.
- GAPP, KENNETH S. Librarian, Princeton Theological Seminary, Princeton,
N. J.
- GEALY, FRED D. Director, Library, Perkins School of Theology, Dallas,
Texas
- GEORGE, E. F. Library Supervisor, Evangelical Seminary, Naperville, Ill.
GEORGE, ESTHER D. Librarian, Bonebrake Theological Seminary, Dayton, Ohio.

APPENDIX B (CON'T.)

- HADEN, ERIC G. Librarian, Central Baptist Theological Seminary, Kansas City, Kansas.
- HERRICK, ADELE R. Librarian, General Theological Library, Boston, Mass.
- HOWELL, ISABEL. Librarian, Methodist Publishing House Library, Nashville, Tenn.
- JACOBSEN, KARL T. Associate Librarian, Lutheran Theological Seminary, St. Paul, Minn.
- JOHNSON, ELINOR C. Librarian, Augustana Theological Seminary, Rock Island, Ill.
- JUDAH, JAY STILLSON. Librarian, Pacific School of Religion, Berkeley, Calif.
- KUHLMAN, A. F. Director, Joint University Libraries, Nashville, Tenn.
- LAWSON, O. GERALD. Librarian, Drew University, Madison, N. J.
- LI, TIEN LU. Dean, Nanking Theological Seminary, China.
- LYONS, JOHN F. Librarian, McCormick Theological Seminary, Chicago, Ill.
- McCLOY, FRANK D. Librarian, Western Theological Seminary, Pittsburgh, Pa.
- MARKLEY, LUCY W. Librarian, Union Theological Seminary, New York City.
- MICHEL, MAJEL ALLEN. Librarian, Western School of Evangelical Religion, Jennings Lodge, Oregon.
- MILLER, ROBERT LEONARD. Librarian, Seabury-Western Theological Seminary, Evanston, Ill.
- MORGAN, GERALDINE. Catalog Librarian, Virginia Union University, Richmond, Va.
- NEWHALL, JANNETTE E. Librarian, Andover-Harvard Theological Seminary, Cambridge, Mass.
- OSTRANDER, EVAH. Librarian, Chicago Theological Seminary, Chicago, Ill.
- RAND, JAMES F. Acting Librarian, Dallas Theological Seminary, Dallas, Texas.
- REU, ELISABETH. Librarian, Wartburg Seminary, Dubuque, Iowa.
- ROUSH, ESTHER M. Ex-Librarian, Bonebrake Theological Seminary, Dayton, Ohio.
- ROYER, ELIZABETH. Librarian, Candler School of Theology, Emory University, Georgia.
- SALESKA, E. J. Library Director, Concordia Seminary, St. Louis Mo.
- SCAMMON, JOHN H. Librarian, Andover-Newton, Newton Centre, Mass.
- SCHMIDT, HERBERT H. Librarian, Lutheran Seminary, Gettysburg, Pa.
- SEITZ, W. C. Librarian, Bexley Hall, Kenyon College, Gambier, Ohio.
- SIMMERS, CARRIE. Librarian, Bethany Biblical Seminary, Chicago, Ill.
- SONNE, NIELS H. Ass't. Librarian, General Theological Seminary, New York City.

APPENDIX B (CON'T.)

TEAGUE, GRACE. Librarian, Kesler Circulating Library, Joint University Libraries, Nashville, Tenn.

TROST, THEODORE LOUIS. Librarian, Colgate-Rochester Divinity School, Rochester, N. Y.

TRUST, HARRY. President, Bangor Theological Seminary, Bangor, Maine.

TURNER, DECHERD H., JR. Librarian, Religion Section, Joint University Libraries, Nashville, Tenn.

VAN RADEN, MARGARET. Librarian, Western Theological Seminary, Holland, Mich.

WERNECKE, H. Librarian, Eden Theological Seminary, Webster Groves, Mo.

WHITE, ERNEST M. Librarian, Louisville Presbyterian Seminary, Louisville, Ky.

APPENDIX C

SEMINARY LIBRARIES AND THEOLOGICAL EDUCATION

A Paper Read Before
The American Association of Theological Schools
Dayton, Ohio, June 15, 1948

by

L. R. Elliott, Librarian
Southwestern Baptist Theological Seminary
Fort Worth, Texas

SEMINARY LIBRARIES AND THEOLOGICAL EDUCATION

I. Background.

Shortly before the first World War a student entered a school of theology, a member of this Association from its beginning. The professors were scholars and teachers of renown. The school had a large enrollment and was well established. It possessed an ample library. The student remembers the teachers, the classes and some of the textbooks. Of the library he recalls only two or three timorous visits, which had no curriculum related purpose. The teaching method was based on textbooks and professors' lectures. The library had little relation to the students' learning processes.

This experience represents the kind of teaching which was normal in the United States through the first quarter of the present century. In 1926, Charles B. Shaw, discussing the weakness of the library's function in accredited colleges, said, "Among the leading universities and colleges of the country there are no officially established and enforced regulations concerning matters vital to the well being of their libraries. Other factors in academic life have this protective legislation. But the librarian and his staff may be professionally inadequate; the staff may be insufficient in number; all may be overworked and underpaid. The book collection may be pitifully small, unsuited to the legitimate demands made upon it, and growing at only a snail's pace."¹

During the following years this condition began to change. The periodical articles on library improvement which are a trickle in the twenties became a stream in the thirties and forties. Since 1930, the Education Index lists more than a hundred articles on college libraries, most of which stress the new awareness of the library's importance to higher education.

The first World War turned back in large measure the flow to German universities of American graduate students. This gave the American universities a new stimulus to strengthen their graduate schools which affected their libraries and those of other institutions.

The college surveys conducted during the twenties and thirties focused fresh attention on the libraries, revealing inadequacies and suggesting improvements. In 1937-38 Dr. Harvie Branscomb directed the survey of the Association of American Colleges. It was a cooperative effort, nationwide in scope. The results were published by the director in his now well-known and oft quoted work, "Teaching With Books." It contains much that is pertinent to theological library problems.

The accrediting associations during this period revised their library standards in the direction of quality of resources and extent of use by teachers and students. From the Middle States Association in 1937,

¹Library Journal 51:77-79 Ja 15 1926.

"It cannot be too strongly urged that the library is the heart of any higher educational institution. The very first consideration is the degree to which the books it possesses support and supplement the instruction it offers and the extent to which both faculty and students actually use such books. The Commission will insist above all else that a college library shall not be a repository. The modern college cannot justify itself without a library which gives evidence of constant and productive use."¹ And from the Southern Association in 1942, "During the past two decades, the major interest in college libraries has been in their growth, in suitable buildings, and in librarians technically trained. At present, the prime concern of college teachers, librarians, and administrators is in the effective integration of the library with the teaching processes. The achievement of such integration calls for a clarification of the functions of the college library and for continuous planning and cooperation on the part of the administration, faculty, and a qualified library staff."² This preamble is followed by a well analyzed discussion of the services to be expected of the modern college library.

II. Definition.

What is the basis for the educational function of the library? In brief it is this: A student whose curriculum requires extensive reading, under faculty guidance, of the important literature of each subject will be better trained than the student who is required only to stand examinations on textbook assignments and professor's lectures. If this thesis is accepted then the library must be regarded as an educational more than an administrative unit; it must bear an important share with the faculty in the total educational program offered the students; the professional members of the library staff must be regarded as educators, their professional qualifications and the character of their service justifying such recognition.

This thesis is the inspiration for the extensive literature to which reference has been made. The following extracts are representative. R. G. Sproul, "A librarian should be more than a keeper of books; he should be an educator. The library is the heart of the university. No other division of the university articulates with all departments of instruction and research on the educational side, and certainly no department can rank with the library, which conserves and makes available the thought and capitalizes the experience of all mankind. It is indeed far more than a department; it is the common meeting ground and unifying influence for all departments. The intellectual growth and vitality of every school and every division, of every professor and every student depends on the vitality of the library."³ William W. Bishop, "The proper integration of the college library with college instruction, its work of producing those results at which the college aims, is a matter for most careful study. Precisely those colleges which have developed strong libraries in immediate and

¹Quoted by Carl M. White in The Educational Record. 20:62 Ja 1939.

²Southern Association Quarterly. 6:468-71 N 1942.

³School and Society. 32:343-50 S 13 '30.

carefully planned aid of instruction are those which have spent liberally on their libraries, not money alone but much conscientious thinking."¹ Guy E. Snavely, "This college president looks upon a college librarian as a teaching colleague. In a way the librarian, like the dean, the registrar, the bursar, the purchasing agent and the president himself, is an administrative officer. Unlike these other officers, the librarian is, however, more intimately connected with the teaching phase of the college than with administration . . . it is most desirable that the librarian be of more value as a teacher than as an administrator."² Henry M. Wriston, "Aside from the faculty, the most important single instrument of instruction in the college is its library. The character of the library and the temper and methods of its administration have much to do with the liberal quality of the education the students achieve. Amidst all the talk of tests and measurement, few objective indices of the reality of liberal learning are as suggestive or as reliable as the figures kept by the college librarian."³ J. Periam Danton, "So long as courses were taught with the aid of a single textbook, from which a given number of pages were assigned each day, the function of the library remained negligible; but as soon as it became a recognized educational axiom that a dozen or fifty textbooks were better than one and that it was educationally sounder for students to consult and digest a variety of sources than to be limited to the knowledge and opinions of a single writer, the library began to play a prominent and indispensable role."⁴

"This library trend is developing in the lower grades of education as well as in higher education. Many high schools today have better libraries and make more use of them than did colleges a generation ago. This means that in the future an increasing number of seminary students will have come through secondary and collegiate institutions where the educational program emphasizes the library as an instructional agency. They will have become accustomed to the use of many books in meeting their course requirements. When such students enter the seminary they will expect to find similar methods in use. If, instead, they find course work based on text book assignments and classroom lectures, they will experience a sense of disappointment and frustration and the seminary will suffer loss of prestige and a diminishing ability to render its maximum educational service."⁵

In the colleges and universities the new emphasis on the library is especially operative in the humanities and the social sciences. The seminary curriculum lies in these areas. The experience of other institutions of higher education will be found equally valid in schools of theology. Some seminary courses may be better managed by the lecture and one or several textbooks. But for most of the work the library method is superior.

"Take, for example, the subject of hermeneutics. Instead of the class passing a memory test on the contents of a textbook, let the teacher

¹Bulletin of the Association of American Colleges. 23:191-2 My 1937.

²Ibid. p. 344 N 1937.

³Ibid. p. 357.

⁴Journal of Higher Education. 8:379 O 1937.

⁵L. R. Elliott, "The Function of the Library in Theological Education." Southern Baptist College News and Views. 11:19-21 F 1947.

outline historically and topically the entire field at the beginning of the course. Let the class spend the remainder of the time in the library getting acquainted with the literature of the various schools of Biblical interpretation--the Jewish literal and allegorical; the Christian typological, allegorical, dogmatic, and the modern historico-critical, with much reading of the literature, such as the Talmud, the Greek and Latin fathers and the leading post-Reformation expositors. Let the teacher hold occasional conference periods with the class in the library to give them guidance as they progress. At the conclusion of the course let the students with free access to all material used prepare a paper which will show their understanding of the subject and its relation to their life work as interpreters of the Scriptures."¹

"Teaching with books is valid because it makes the student a seeker for knowledge rather than a recipient of knowledge. The old method emphasizes teaching, places the major responsibility on the teacher and leaves the student in a passive attitude. The newer method emphasizes learning, places more responsibility on the student, and creates in his mind an active attitude toward his work. In the classroom students unconsciously hold the teacher largely responsible for their academic progress. In the library the student is on his own responsibility. There he must reach out, take hold, evaluate and assimilate by his own effort. How can a preacher hope to interpret in all its richness the New Testament if he has not become familiar with the large body of new material that records what is now known of the life and thought of the Graeco-Roman world. And how can he know such material unless he has made extensive use of it in the pursuit of his New Testament courses?"²

"The test of educational effectiveness is not the degree of knowledge exhibited by the professor's lectures but how much and how well the student learns. Teaching ability consists far more in transferable enthusiasm than in stored erudition. The Greeks understood this when they derived the verb *διδασκεν* to teach, from the causative stem of *εδω*, I know. Teaching is causing to know. The purpose of the educative process is not primarily to store the mind with factual knowledge, although knowledge is power, but to train the mind to reflective thinking and critical judgment, to condition the mind to functional maturity, to grow in wisdom. In an ample collection of great books the student acquires a consciousness of the essential unity of the race, a sense of historical continuity and of the moral quality and divine centrality of the universe, the awareness that through the ages one increasing purpose runs--the eternal purpose of God in Christ Jesus."³

III. Implementation

If seminary libraries are to make teaching with books a realistic experience in theological education certain practical measures must be

¹Ibid., p. 20.

²Ibid., p. 20.

³Ibid., p. 20.

adopted. First of all the proper authority in each school must agree that such use of the library is educationally valid and must adopt a definite program for implementing their decision. The items on this program will vary from school to school but in general will include budgetary provisions, adequate staff, book resources, service activities, technical operations, building, and equipment. Each of these items is important and needs careful consideration.

The responsibility for this implementation rests on three groups. They are the librarian and his chief assistants, the faculty, and the administration.

The librarian must possess educational skill if he is to make the library a vital part of the seminary's instruction. He must have the point of view and ability of a scholar if he is to cooperate with scholarly teachers. He must comprehend the methods of teaching and the learning problems of the undergraduates. He must know the content of the curriculum and understand its aims. And graduate work in his seminary will be seriously hindered unless he knows the materials and processes of research.

The librarian must also be a good supervisor. How much of the technical detail he personally manages will depend on the size of the institution, the number of his professional assistants, and whether the administration emphasizes the educational or housekeeping side of his office.

The faculty bear a greater responsibility. To a large extent their attitude will determine the value of the library's contribution to the students' education. The best results are achieved when a full and cordial measure of cooperation exists between teachers and librarians.

Such faculty cooperation will issue from the conviction that no student achieves competence in a subject if he does not know the literature of the subject; that the teacher's lectures, however learned, are not the limit of the students' efforts but should stimulate and guide the student to make his own mastery of the literature of the field. In contrast with this attitude is the professor who spends most of the time lecturing and requires the class to read only his own book, or one substantially agreeing with his views. Under such a teacher the student is robbed of his intellectual birthright. A teacher misuses his academic authority if he makes it the end rather than the means of the students' learning efforts.

A certain college professor, eminent as a successful teacher, says, "I furnish the librarian with select reading lists for each of the important topics studied in each of my courses. These are specific references to chapters, and the catalogue number is on the margin so that the student can secure the book readily.

"I constantly keep before the more serious students the necessity of reading oneself into a subject and not depending merely on text or lectures. We have all too little of the type of extensive independent reading for mastery of a subject that is done by the students in the English universities. Our point of view is usually artificial--'Do this collateral

so as to pass this course.' To the English student, it is rather a matter of mature reading under guidance for insight and grasp of the subject."¹

A well known theological teacher has recently made this luminous contribution, ". . . a theological seminary should be judged by its library and the use made of it by students and faculty . . . the seminary library is an integral part of the students' education . . . the issue is between instruction in a classroom, with its assignment of relative readings, and the inspiration of the student to become a scholar in his own right through the resources which the library supplies, under the careful guidance of a professor-guide. The latter method will certainly imply that the professor will lecture; and it will imply that the classroom will have its place. But the center of gravity will be the truth, and the student will be thrown upon his own responsibility as he is wisely guided to the sources of a subject. A student should not be made responsible to a course or to a professor, but to himself, and to the subject."² This means taking the library out of the margin and placing it at the center of the curriculum. It means raising the librarian above the level of a glorified clerk and bringing him into the program of instruction. On this basis the teachers will take the librarian into their confidence, will habitually consult him in developing their courses and will cooperate with him in plans for improving the library and its service.

Upon the administration rests the greatest responsibility for the character and functioning of the library. "Active cooperation between the faculty and library staff under strong administrative guidance is an absolutely necessary basis for developing the latent possibilities of the library in aid of . . . teaching."³ The Southern Association expects the presidents of its colleges to provide adequate financial support, lead in defining the kind of library needed, provide a qualified librarian, bring him into vital relation with the educational program, and to insist on the adequacy of the library's resources.⁴ Another authority specifically urges, "that the library must come first in the thinking of the college administrator for without this basic tool of modern education, the finest buildings, the most competent faculty, and the most rigorously selected student body are rendered to a great measure helpless. The faculty cannot teach, and the students cannot learn without books. And they must be the proper books, in sufficient numbers, adequately housed, efficiently administered, skillfully interpreted. Library costs, therefore, are among the first costs of the college. If they cannot be met, monies spent otherwise may be largely wasted."⁵

The library minded administrator will bring the librarian into proper institutional relations. The latter should have entire authority over the library, responsible only to the head of the school. A faculty

¹Carl M. White, The Educational Record. 20:73 Ja '39.

²Elmer G. Homrighausen, "The Use of the Library in Preparing Students for the Parish Ministry." Princeton Seminary Bulletin. 11:13-17 Summer 1947.

³W. W. Bishop, "The College Library and College Teaching." Bulletin of the Association of American Colleges. 23:192 My 1937.

⁴Southern Association Quarterly. op. cit.

⁵W. M. Randall and F. L. D. Goodrich, Principles of College Library Administration. Second Edition, 1941, p. 10.

library committee will be advisory and not executive. The librarian and his professional assistants will be accorded faculty status as to salary, rank, vacations, and retirement by the same or similar academic standards that govern the status of the teaching staff. The librarian should be appointed to those faculty committees that consider curricular questions and research programs. Such arrangements are not made to compliment the librarian but they are necessary if the library functions as a vital instructional agency.

Conclusion

The foregoing discussion is an effort to digest and interpret the extensive literature now available on the educational function of the library. The authorities quoted and those cited in the appended bibliography are eminent leaders in American education. Although they speak in terms of the college and university library their principles readily apply to seminary libraries.

The members of the American Theological Library Association are grateful for the friendly recognition contained in the invitation of the American Association of Theological Schools to present this discussion on its 1948 program. They appreciate the many generous encouragements that have come from individual presidents and deans supporting their organization for more effective library service to theological education.

Some of our librarians are asking, "What is an adequate library? What is adequate financial support? What is adequate management and equipment?" These questions arise because the librarians earnestly desire to raise the standards of librarianship and library service. They do not expect quantitative rules concerning a subject that is essentially qualitative in character but they could wish that paragraph 5 on the "Library" in the "Standards for Accrediting" might be expanded and made more circumstantial so as to give larger guidance for library development.

You have already agreed to make a study of your libraries during 1948-50. We hope this study will become a thorough survey of the libraries, securing competent survey leadership, investigating all aspects of the libraries and their relation to theological instruction, taking sufficient time to acquire all pertinent data and preparing a report that will receive recognition for its thorough analysis and sound conclusions. We are ready to cooperate with you. We have discussed such a survey and we believe the financial support and survey leadership can be found if the project is cast in large dimensions. We believe its results will strengthen theological education.

A Christian ministry spiritually dynamic and intellectually competent is tremendously needed by this homogenized age. The future success of our theological schools in training such a ministry will increasingly depend on making seminary libraries real teaching instruments. They must be furnished with every element necessary to make them such instruments because without them high standards of instruction cannot be maintained. The teacher of Christian theology and the seminary library are among the first of those means for attaining that sublime objective--"Ye shall know the truth and the truth shall make you free."

BIBLIOGRAPHY

Books

1. Branscomb, Harvie, Teaching With Books--A Study of College Libraries. Chicago, American Library Association, 1940. 239p.
2. Kuhlman, A. F., ed. College and University Library Service--Trends, Standards, Appraisal, Problems. Chicago, American Library Association, 1938. 159p. See Chapter One, Trends in the Use of University and College Libraries, by Carl M. White and Leland R. Smith.
3. Kuhlman, A. F., ed. The Development of University Centers in the South. Nashville, The Peabody Press and the Vanderbilt University Press, 1942. See Chapter One, The Library's Contribution to Scholarship by William Warner Bishop, and Chapter Three, The Library and Higher Education by A. F. Kuhlman, Louis R. Wilson and Harvie Branscomb.
4. Lyle, Guy R. The Administration of the College Library. New York, The H. W. Wilson Company, 1944. 60lp. See Chapter Seven, The Teaching Service of the College Library. "References" at end of chapter.
5. Randall, William M. and Goodrich, Francis L. D. Principles of College Library Administration. Chicago, American Library Association and University of Chicago Press, Second Edition, 1941. 249p. See Introduction, Chapter One, The Aims of the College and the Functions of the Library, and Chapter Six, Relations of the Library Staff to Students and Faculty. "Selected References" at end of chapter.
6. Wilson, Louis Round and Tauber, Maurice F. The University Library, Its Organization, Administration and Functions. Chicago, University of Chicago Press, 1945. 570p. See Chapter One, The Function of the University and its Library, and Chapter Twelve, The Teaching Function of the University Library. "Bibliography" at end of each chapter.

Periodical Articles

1. Adams, Charles M. "Library as a Teaching Instrument." College and Research Libraries, 7:286-7, July, 1946.
2. Barksdale, N. P. "Faculty Cooperation With the Library Staff." The Journal of Higher Education, 13:146-49, March, 1942.
3. Bishop, William W. "The College Library and College Teaching." Bulletin of the Association of American Colleges, 23:19²-200, May, 1937.
4. Danton, J. Periam. "The College Librarian Looks at the College President." School and Society, 46:104-07, July 24, 1937.

5. Gray, Gordon W. "Teachers, Reserve Lists, and Librarians." Wilson Library Bulletin, 19:695, June, 1945.
6. Downs, Robert B. "Academic Status for University Librarians--A New Approach." College and Research Libraries, 7:6-9, 26, Jan., 1946.
7. Snavely, Guy E. "The College President Looks at the College Librarian." School and Society, 46:101-04, July 24, 1937.
8. Southern Association of Colleges and Secondary Schools, "The Relation of the Library to Instruction." Southern Association Quarterly, 6:467-71, Feb.-Nov., 1942.
9. White, Carl M. "Is the Relation of the College Library to the College Program that of Implement or Adjunct?" The Educational Record, 20:60-77, Jan., 1939.
10. Wilson, Louis R. "The Role of the Library in Higher Education." School and Society, 47:585-92, May 7, 1938.