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A STUDY OF THE LOCAL CHURCH LIBRARY  
WITH PARTICULAR ATTENTION TO ITS INTEGRATION  
INTO THE WHOLE-CHURCH CHRISTIAN EDUCATION EFFORT

By

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# INTEGRATION OF THE LOCAL CHURCH LIBRARY INTO THE WHOLE-CHURCH CHRISTIAN EDUCATION EFFORT

## INTRODUCTION

### A. Subject

One of the undeveloped resources of the local church is its library. Even in the field of written information, there is not much material available. Therefore, seeing the potentiality for service by this organization and the need of information, it is the purpose of this writer to endeavor to find and set forth suggestions for its use in the total Christian education effort of the local church

### B. Delimitation

Due to many possibilities of service, church libraries exist in many forms. This thesis will be limited to the church library which serves its entire congregation with book and non-book materials written and published from the Christian viewpoint. Thus the other community resources will not be duplicated.

A preliminary consideration of the written material available reveals that most of it concerns the mechanical processes of establishing the library. This thesis, therefore, will give chief attention to the aspect

of integration of this library into the Christian education activities of the church.

#### C. Sources

Books on psychology and education and current reading preference reports will be studied. Denominational and non-denominational boards and publishers and current Christian periodicals will be consulted in search for material available on or related to the subject. Also, basic books on library organization will be examined.

#### D. Procedure

Consideration will then be given to the material collected with the aim of discovering 1) the reading habits and needs of the representative congregation, 2) the steps necessary in organizing and processing a library, 3) the possible methods of integrating it into the whole-church Christian education effort, and 4) sources of further information for deeper study.

The suggestions will not be presented as exhaustive, but merely as a challenge to the librarian who has a vision to uncover further possibilities of use for the local church library in the whole-church purpose of reaching the lost for Christ and deepening the lives of the Christians within the thus extended reach.

CHAPTER I  
THE PURPOSE OF THE CHURCH LIBRARY

A. Introduction.

The two-fold purpose of the church as a whole is that of being an instrument through which God works to reach men for His redemption and that of the growth and strengthening of the saints. Every unit from individual layman to the most complicated agency is so purposed. The purpose of the church library as one of these units, not existing for itself, but integrated into the total work, is to carry forth these two aims, both of which result in changes in the individuals influenced.

Reading may be typed by motivation into five categories: instrumental (that which will be directly put to use), social effect of increased self-esteem or prestige, endorsement or reinforcement by a more satisfactory statement of personal views, enriching aesthetic, and distraction from somewhat habitual anxieties.<sup>1</sup>

All of these are present in Christian reading,

. . . . .

1. Cf. Douglas Waples, Bernard Berelson, and Franklyn R. Bradshaw: What Reading Does to People, pp. 117-124.

although, to be idealistic, the self-esteem might be revamped into acceptance before God instead of self, and distraction might be better called trust. However, whatever the motive be, reading often results in a change of mind and eventually of behavior.

"It should be noted that behavior as an effect of reading is normally a secondary effect of the changes in knowledge and attitude which precede it"<sup>1</sup>

Also,

"The instrumental effects appear in the reader's behavior toward many problems of health, vocation, social relationships, politics, science and metaphysics. These effects appear also in changes in the attitude, knowledge, and behavior of the individual reader, which he in turn, passes on to others."<sup>2</sup>

These changes are illustrated by two examples from outside the Christian field. After reading St. Thomas Aquinas, Maritain felt that all of his doubts on philosophical matters were answered, and he "felt he must Thomaeize in lectures and writing for the rest of his life..."<sup>3</sup> It is said of Luther Burbank, that on reading Darwin, "he 'based his whole natural world on a new foundation.' He always remembered the thrill the book gave him: 'It was the turning point in my life work.'"<sup>4</sup>

Conversion, by which term the authors Waples,

. . . . .

1. Ibid., p. 113.
2. Ibid., p. 114.
3. Ibid., p. 116.
4. Emory S. Bogardus: Leaders and Leadership as quoted in Ibid., pp. 116-117.



Berelson and Bradshaw refer to changer of attitude and behaviour, is explained as follows:

"Conversion effects are essentially changes in attitude. The change generally results from the reinforcements of an associated but subordinate attitude, which causes it to dominate the matrix of conflicting attitudes and interests. An attitude frequently changes from a subordinate to a dominant position when it is justified by the authority of print."<sup>1</sup>

Those of the reading public who are not moved to conversion of attitude by print, are yet affected by deepening or enriching of their already present knowledge and attitudes. Dora V. Smith said about reading and young people in her address to the annual Conference of Reading held at the University of Chicago in 1947:

"It (reading) can help young people define and pursue their own personal interest, and it can furnish them many new leads in new directions, constantly enriching their experience."<sup>2</sup>

It is also suggested that we are living in an age of confused values, and that

"Another possible explanation for failure to promote satisfactory development among youth is the fact that we are none too certain concerning the types of personal and social qualities that are of primary importance today."<sup>3</sup>

If such leaders are aware that the important values are not clearly understood, the church, who above

. . . . .

1. Ibid., p. 119.
2. Dora V. Smith: "Nature of the Reading Program to Meet Personal and Social Needs", in William S. Gray: Promoting Personal and Social Development Through Reading, p. 12.
3. William S. Gray: "Promoting Personal and Social Development Through Reading" in Ibid., p. 2.

all has such answers in her possession, should use all possible avenues of channeling them were they are needed. Here is the challenge to the library.

Changing and developing attitudes and behaviour, then, affect also the one who is teaching and leading. To this person, Mrs. Ralph Elliott says:

"We are living in a day of specialization, when it is expected of everyone that he will be well fitted for the task in his own field. As Christian workers we must be well equipped and full of information, if we are to be heard and if we would persuade men and women of the truth committed to us. If we are to become 'all things to all men' we must know first our subject and then know the people that we are aiming to reach."<sup>1</sup>

We must begin, then, with a glance at what people are reading now, for it is from the already formed habits that a start is made to affect these attitudes and develop changes toward the Christian viewpoint.

#### B. The Purpose from the Standpoint of the People's Present Reading Habits

A brief look at what the people are reading will give us some insight into what the local church library can do for them.

##### 1. The Reading Habits of the People

- a. What and when children and adolescents read

. . . . .

1. Mrs. Ralph L. Elliott: Library Handbook for Church and Sunday School, introduction.

The first general look at children and adolescents reveals that their greatest reading period falls at about the ages of twelve and thirteenn. Says Robert A. Davis:

"Children read in greatest quantity at the ages of twelve or thirteen years, when more books are read in a year's time than many individuals read later during their entire lives."<sup>1</sup>

Another author widens this period, claiming nine to fourteen as the age of greatest voluntary reading.<sup>2</sup>

Service must be rendered especially to these productive years, and also the years of less volume but still great influence which come before and afterwards. These children are in our Sunday schools, churches, vacation Bible school, and young people's societies. A glance at the entire period from childhood to adulthood will reveal what they are actually doing with reading materials in their spare time.

"There is nothing that a five-year-old likes better than being read to, although he may spend considerable time looking at books himself and may even pretend to read."<sup>3</sup>

Already, although the child is unable to do it himself, he is interested in what the book can offer him. Along with the six-year-old who "reads" stories that he has

. . . . .

1. Robert A. Davis: Educational Psychology, p. 79.
2. Cf. Marian E. Breckenridge and E. Lee Vincent: Child Development, p. 391.
3. Arnold Gesell and Frances Ilg: The Child from Five to Ten, p. 82.

memorized, the five-year-old enjoys stories about incidents in the lives of other children and about animals that act like humans.

Arnold Gesell, director of the Clinic of Child Development in the School of Medicine, Yale University, says that some seven-year-olds "...are spoken of as 'chain readers' for they move directly from one book to another."<sup>1</sup> They like fairy tales, but preference begins to spread to the funny books to which they have become attracted by six. Also, the difference in preference between boys and girls becomes more visible. Boys begin developing a taste for army and navy stories, and some scientific subjects, like nature, and electricity. Girls read more about children.<sup>2</sup>

These early readers enjoy short fantastic stories, including the fairy stories, too. They need simple, rapidly moving stories with much conversation. There is little appeal in informative or humorous material.

At eight, the comic books still hold sway in popularity. However, other interests are taking hold-- children's classics, (which this age group likes to hear read aloud), pictorial magazines, books about far-away places and times, travel, and geography.<sup>3</sup>

. . . . .

1. Ibid., p. 152.
2. Cf. Ibid., p. 152.
3. Cf. Ibid., p. 181.

Of the nine-year-old, it is said, "He may even appear to be living in a book world. He plans to arise early in the morning just to read."<sup>1</sup> The interest in comic books reaches its peak with eight and nine year olds, and aside from the junior classics which are enjoyed, "Biographies, mysteries, and the encyclopedia for reference are all that interest him."<sup>2</sup> At this age, what the nine-year-old likes, he reads and rereads.

From ten to twelve, preadolescent boys are series readers.<sup>3</sup> Bravery, realism, sportsmanship, and suspense are to their taste, while their sisters at the same level prefer books dealing with home and school.

By twelve and thirteen, the ages of greatest reading have set in. By this time, the girls have begun reading love stories in magazines, and "Once the liking for adult fiction is established, it pushes out the juvenile forms."<sup>4</sup>

History, biography, exploration, and the practical aspects of the world, including hobbies, are popular. Fiction choices run to the exciting and mysterious for both boys and girls.

"Reading interest declines rapidly at the age of 15,

. . . . .

1. Ibid., p. 206.

2. Ibid.

3. Cf. Luella Cole and John J. B. Morgan: Psychology of Childhood and Adolescence, p. 263.

4. Ibid., p. 263.

when high school studies and other types of activities compete for the student's time...It is possible that interest in popular reading is discouraged by insistence upon reading of types specified by the curriculum."<sup>1</sup>

After sixteen, the reading of adolescents is distributed approximately the same as that of adults.

"...generalizations regarding preferences of late adolescents cannot be made."<sup>2</sup> However, a few things were discovered in the M.C. Jones study of 142 boys and girls who were given an interest test once a year from the sixth to twelfth grade.

"In most comparisons, it was found that there was an increase from the tenth to the twelfth grade in preference for factual, realistic reading matter as compared with material dealing with glamorous, fictional, or romantic characters. As indicated, there were marked sex differences: girls are drawn more strongly toward the glamor of motion picture and radio characters, while the interests of the boys run more strongly to the 'western story' and fictional detectives."<sup>3</sup>

Among seniors in high school, it was discovered that 50% of the boys and 75% of the girls would rather read a motion picture magazine than a news weekly, and 62% of the boys and 80% of the girls would prefer to read about radio stars than to read about outstanding personages in world affairs.

Thus, "characters who imitate life, or who dramatize life on a stage at least one step removed from

. . . . .

1. Davis: op. cit., pp. 79-80.
2. Ibid., p. 79.
3. Arthur T. Jersild: Child Development and the Curriculum, p. 215.

reality, have more appeal than characters who play the actual roles."<sup>1</sup> This may be due to the desires for vicarious experience, or to the fact that the lives of stars are portrayed in biographical articles with more emotional nearness than is done of news characters who are actually doing these things.

Because they are plentiful and cheap, more reading is actually done in magazines than in books. At first, the attention will remain with the funnies, the children's sections, and children's magazines. When the vocabulary and reading skill can accommodate adult material, boys will choose adult reading on mechanics, sports, athletics, and G-men. The girls will read about true life, women's arts, famous "stars", and will enjoy sentimental adult fiction.<sup>2</sup>

Both boys and girls in high school will choose "The Saturday Evening Post", "Collier's," "The Readers' Digest," "Liberty," "Time," "Life," "New Yorker." They pay less attention to the pulp magazines and more to the "American Magazine," "Redbook," and "Cosmopolitan." A few adolescents will read "Harpers" and the "Atlantic Monthly." At all ages, more girls than boys read the story type, and more boys than girls read current events.<sup>3</sup>

. . . . .

1. Ibid.
2. Cf. Cole and Morgan: op. cit., p. 263.
3. Cf. Ibid., p. 264.

What these children read will not always depend upon their ages, of course, for ability does not always so correspond. Robert Davis says that bright children, because of their greater understanding and because of their more efficient reading mechanics, read more, read from a wider range, read a higher quality with less of the fanciful, and read materials which require greater thinking and meditation. Those things which have a character development, or a gradual unfolding of a dramatic background will appeal to such children. The height of their reading craze will be earlier, perhaps from eight to ten, and may continue until seventeen. But even this is not true of every bright child, for there are those to the contrary who do very little reading.<sup>1</sup>

The slower child reads what is more fanciful, more entertaining, and more familiar. He has less interest in informative matter.<sup>2</sup>

The below average child needs assistance to reach his potentiality, and his spontaneous reading is at a low level of discrimination.<sup>3</sup>

"Interests at all levels are conspicuous for variety. They change clearly from one level of development to the next, but the interests of one level merge into those of the next, and vary with sex, mental age, background of experience, availability

. . . . .

1. Cf. Davis; op. cit., p. 80.
2. Cf. Ibid.
3. Cf. Ibid.



of interesting reading material, and home influence."<sup>1</sup>

b. What the adult is reading

"...when the findings are brought together, it becomes evident that to understand what people are reading and what they want to read, we must consider different sorts of people and different sorts of reading, one at a time. Otherwise, we can only make the hopelessly vague statement that almost everybody reads different amounts of everything for all sorts of reasons."<sup>2</sup>

This statement is made because reading habits are affected by sex, amount of schooling, occupation, geographical environment, age size of community, and amount of time given to reading.<sup>3</sup> Thus, it is more difficult to get all conditions equal for findings. Even when conditions are controlled, the results are far too specific and comprehensive to be stated here.

However, a very general glimpse of the types of habits may be found in the library statements for a year. These are available for 1946 and 1947 at the latest.

The "Elementary School Journal" reported on the Library Association's report concerning the patrons of the libraries during the year of 1946. Not too strangely, perhaps, the housing shortage at that time influenced greatly the use of libraries. Housewives, who shared home duties with other adults, were free to read more. More

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1. Breckenridge and Lee: op. cit., p. 391.
2. Douglas Waples and Ralph W. Tyler: What People Want to Read About, p. xviii.
3. Cf. Ibid., pp. 122-147.

children's books were taken out, perhaps for the purpose of keeping the children quiet in an overcrowded home. Older people sought the library for quiet reading, and students did their studying there. Travel books were in demand for three reasons: the studying of possibilities of other places of location for families, the desire of veterans for more information about places they had visited during the war, and the planning of long postponed vacations.

"Dissatisfaction with present-day fiction is widespread, according to reports from both large and small communities. Readers are 'looking for novels that reflect their own problems but long for characters capable of resolving some of these problems in plausible realistic fashion', according to the librarian of Worcester, Massachusetts. In search for real characters, many readers are turning to biography and family narratives... While historical and religious fiction remain the most frequently called for types, many librarians report that psychological stories, such as The Snake Pit, are increasingly popular and are responsible for requests for serious reading in psychology and psychiatry."<sup>1</sup>

It was further reported that no one was reading war books. Books on atomic energy from the scientific and not the political aspect were popular. Along with these were books on new drugs, new inventions and discoveries which had been kept under secrecy during the war, scientific possibilities, and fantastic novels of the future. Business men were studying market trends and business sta-

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1. "Patrons of the Public Library", Elementary School Journal, February, 1947, p. 309.

tistics from library sources.

The annual questionnaire by the American Library Association revealed concerning reading habits in 1947 that Americans were reading considerably more than in previous years and that "books on personal problems, housing, and business, in the order named, constituted during 1947 the main reading fare of the average American."<sup>1</sup> Similar to 1946 was the report that

"among other trends are the increasing demand for biographies -- an interest admittedly originating in the 'Miss Hush' and 'Dr. I.Q.', and similar radio quiz programs -- greater interest in travel books, and widespread neglect of war fiction."<sup>2</sup>

"Librarians attribute to world-wide unrest and and feeling of instability the general public desire for more books of humor and recreation."<sup>3</sup> "One librarian mentioned numerous patrons asking for a book 'to believe in and live by'."<sup>4</sup>

It should also be noted that books are not the only source of reading, but magazines, newspapers, and of late, the cheap paper bound books make up a large part of the reading material, these being purchased rather than borrowed.

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1. "Nation's Reading Habits -- 1947", School and Society, April 10, 1948, p. 277.
2. Ibid.
3. "Reading Trends in 1947", American Library Association Bulletin, p. 81.
4. Ibid., p. 79.

2. The Use of the Church Library for Meeting and Improving These Reading Demands

Some of these reading habits are ones which can be filled only by school or by public libraries, whose service it is useless for the church library to attempt to duplicate. It is not the purpose of the church library to fill the needs of readers for scientific material, for instance. Nor can it be a specialized library for anything but its own field. Even the fiction requirement of the people who make up the congregation may not be entirely met by the church because of financial conditions.

However, it is the privilege and duty of the church to give the Christian influence and interpretation of all of life. As said before, the church library cannot duplicate the public library by furnishing detailed books on all possible fields, but it should be challenged to include fiction and non-fiction which will give this needed Christian viewpoint, interpretation, and approach to life. For instance, books on the theistic view of science should be included.

While adults in the church influence may need a change from secular attitudes, the children, too, are still getting all of their books from secular sources, and hence are being led into the development of ideas and values set up by non-Christian authors, unless the church can provide substitutes better than adequate to satisfy their reading desires. The tiny child poring over a pic-

ture book; the chain-reading seven-year-old; the eight, nine, and ten-year-old with his arm load of comic books, and with his growing vista of interests; the ten to twelve-year-old with his desire for suspense and realism; and the twelve and thirteen-year-olds, already stepping into the area of adult materials; these need the Christian influence in what they read. Christian beliefs and Christian character in fiction and biography, and books that emphasize Christian interpretations of science and history and the world are all needed by these children.

"With an estimated 48,000,000 children said to read 'comic' magazines each month, it's time that Christian leaders rush to find an adequate substitute for (this) juvenile reading matter."<sup>1</sup> So states an editor in a popular Christian magazine. Part of the answer to this reading habit is in the production itself of adequate books and magazines for this age group. However, this is not the problem of the librarian. It is up to her to find what in the Christian field can best counteract an overindulgence in questionable comics and see to it that the library not only has it, but distributes it where needed.

It would not be implied that all secular pub-

. . . . .

1. "How to Start a Sunday School Library", Sunday, September, 1947, p. 53.

lications are bad. Rather, let the following facts be recognized: (1) There is some of the secular and much of the very popular that is decidedly immoral or otherwise unchristian. (2) Much of that which is good omits emphases which we deem necessary. (3) The church library cannot ordinarily take space for the good of the secular because of the need for attention upon the otherwise neglected publications that are decidedly Christian.

One must start with the individual and his interests. In relation to teachers, one author says.

"If the teacher can present good literature in a sufficiently attractive manner with due consideration for children's interests, she may hope to counteract the influence of the trivial, the commonplace, and the vicious, by rendering permanently interesting the books that offer enjoyment, foster noble ideals of conduct, and stimulate the clear thinking that makes for growth of character."<sup>1</sup>

Christian counterparts may be found to fit many of the present poor secular products, and may be used toward developing Christian ideals in the process.

The appeal of other people and of other experiences may be met by vital Christian biography. The series type may be included in Christian stories for boys and girls. The desire for action stories does not rule out Christian fiction, nor does the interest in far places and times. Even the interest in magazines may be met in

. . . . .

1. Emelyn E. Gardner and Eloise Ramsey: A Handbook of Children's Literature, p. 16.

so far as Christian magazine production will permit.

It is not in the range of the church library to provide for secular student or vocational needs. However, a few books with the Christian approach and interpretation can be enriching and thought-provoking for both the student and the professional man. Also, books on Christian vocations will be more than acceptable to youth who are seeking their fields.

Those adults who are dissatisfied with present-day fiction, and who desire to find characters who realistically meet situations and are victorious in them should be able to find Christian fiction to satisfy. To the people who are looking primarily for a "book to live by", the Bible is of course recommended first, but it may be supplemented by good contemporary Christian literature, as well as the Christian classics.

It was found that there is a great individual difference in the children in their abilities, for they do not always read right in their own chronological age limit, and in adults because of the great number of influences affecting them. The library which is large enough to have a good variety and which utilizes a satisfactory circulation system should be able to provide for most of these differences where they still lie within the church's general field as it has been discussed here.

The challenge of this lay aspect of the service

of the church library is well summarized in a comment to secular teachers, which may be adapted.

"Unless children are given guidance they adopt narrow interests in reading and fail to enlarge their experiences through reading. On the other hand, with guidance they may expand reading interest rapidly, thus expanding their life experience as much as it is possible to expand it through reading. Much depends on the teaching methods used and the material made available. 'Each teacher faces both the opportunity and the obligation of studying the interests of her pupils and of utilizing and stimulating them in appropriate directions.'"<sup>1</sup>

Concerning the part the church library can play, Althoff says:

"First, the church library can give readers the assurance that the books on its shelves are the best books on the subjects represented, and deserve the time spent on them. Most readers prefer some guidance in their choices. They read promiscuously only because they lack this guidance, and would welcome the suggestion of the library. Secondly, the church library can help to prevent the reading of books and magazines that are definitely harmful, not only by condemning that sort of reading matter, but by substituting something better. Reading tastes may gradually be turned into higher channels, and readers may be led of their own volition to choose better literature."<sup>2</sup>

It may be questionable as to whether condemning is the first or best way of handling harmful materials, but the substitution of better can be both practical and successful. And it is up to the librarian and the library committee to see that the books in the library are of the

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1. Breckenridge and Vincent: op. cit., pp. 391, 392.
2. Leona Lavender Althoff: The Church Library Manual, p. 15.



best quality.

This establishes the responsibility which rests heavily upon the librarian to know her books and to make careful selections, for the position of an author as Christian does not necessarily assure one that his book is good literature or that it is authoritative in its field.

As for criteria of judgment, let just this be said: the Christian book must be judged from the standpoints of Christian beliefs, of authority in the particular field, and of literary merit. If any of these should be weak, the book is apt to do more harm than good, both to the reading individual and to the witness to the critic of Christian book production. This care must be exercised both in the field of fiction, where good writing and plotting are necessary, and also in the non-fiction field where the authority and factual statements are most apt to be challenged. Always it must be borne in mind that what is put into the hands of the people from the church resources carries a testimony, either good or bad, for Christ Himself, and this testimony goes to both the reading Christian and to the non-believer who may either accidentally or by someone's purpose receive the book or hear it quoted.

It is not possible in this study to show all materials that are available. That would require an exhaustive study in itself, and would be, in part, of only short-lived value because of the constant changes in

available materials. However, certain dependable sources of information are included in the appendix to this volume.

C. The Purpose of the Church Library from the Viewpoint of Christian Education.

1. The General Purpose

In this thesis the term Christian education will be used in the broad sense. As Harry C. Munro discovered in his content analysis of the educational curriculum in the local church, Christian education is "as broad as the church".<sup>1</sup> The International Curriculum Guide explains it thus:

"Everything which the church does has religious education significance because it has the potential power to influence individuals or society or both."<sup>2</sup>

Therefore, although many of these pursuits such as sermons or service projects may not be consciously aimed at education, yet they are just as definitely educating the people.

The library is a resource hub, contributing to the purposes and aims of the church, or each organization and individual involved in them. This contribution is

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1. Harry C. Munro: Christian Education in Your Church, p. 112.
2. The Organization and Administration of Christian Education, Book Six, International Curriculum Guide, p. 16.

made by aiming to develop in them the habit and the ability of purposefully using books. This purpose may be toward a fuller knowlege of God and of the accompanying Christian life.<sup>1</sup>

Leona Lavender Althoff elaborates this power of the printed page in relation to the church.

"Set primarily to the tasks of winning the lost and building Christlike character, the churches must not overlook this dynamic medium...think into the evangelistic power of books as a means of enlisting and training workers for service in the churches... the spiritual character-building values of books that broaden Bible knowlege, deepen devotional life, heighten spiritual vision through inspiration and strengthen the sinews of service in innumerable ways."<sup>2</sup>

## 2. Extending the Effectiveness Through the Leadership

Those who are carrying on the work of Christian education are often hampered in their work by the lack of books available to them. One woman stated that she had been limited in study because all of her helps had to come from her own library, and she could not afford one extensive enough.<sup>3</sup> Paul A. Vieth says:

"Lesson materials themselves cannot contain all the guidance which an enterprising teacher will need. This requires that reference be made to other resources. These may include books, Bible dictionaries and encyclopedias, pictures, magazines,

. . . . .

1. Cf. Elliott: op. cit., p.6.
2. Althoff: op. cit., p. 15.
3. Cf. Mrs. J. W. Check: "You Can Read, Can't You?" The Sunday School Builder, November 1941, p. 6.

visual aids, and the like...the local church needs a library of well-selected reference materials which may be made readily accessible to its workers."<sup>1</sup>

The difference in the effectiveness of the workers will be seen when they have learned to make use of a library which can provide adequate materials for them.

The first use of the library will be in the training of the workers before they actually serve. Althoff states:

"It cannot be hoped that as they enter service they shall have all the mental and spiritual preparation that is needed, but it can be hoped that they will study to become well-trained and informed and that their spiritual lives may be deepened and strengthened as long as they live on the earth. Jesus called the untrained and trained them, and so the churches must do likewise."<sup>2</sup>

Both for this training period and the time when they are actually in service, workers will need books that they cannot possibly afford to have in their private collections. They will have need of books on psychology and methods of pedagogy, Bible background and religious reference books, story books, study courses, as well as books for their own private enrichment.<sup>3</sup> Beyond this, they will need non-book materials. All types of visual and audio aids such as maps, films, pictures, records, museum pieces, and other teaching aids, can help in their actual procedures.

. . . . .

1. Paul H. Vieth: The Church and Christian Education, p. 158.
2. Althoff: op. cit., p. 17.
3. Cf. *ibid.*

Actually, one source states:

"The good teacher knows more about pupils and about the content of a lesson than a quarterly can possibly tell. This kind of teacher permits questions and encourages discussion. She is not in constant fear of revealing her ignorance. The good teacher was made, not born. She was made by doing more study than is absolutely necessary for a given Sunday's work. She has built up a reserve of understanding, knowledge and skills on which she can call when there is need. The church school owes its teachers the kind of library that will encourage the desire for extra study."<sup>1</sup>

But it is not the teacher alone, who is benefited. There are the pastor whose private library may not provide for all possible needs which may arise, the recreation leader, the program chairman, the worship leader, the officers who desire to do a better work, the lay members who have periodic duties. These, too, need and deserve a library with resources equal to the requirements and challenges of their tasks.

### 3. Extending the Effectiveness Through the General Membership

Not only does the teacher need help, but, as the above source states further:

"The alert pupil, too, needs more than a pupil's quarterly can tell him. It is true that there are pupils who want to get by with as little work as possible. It is also true that there are pupils who will do advance reading and will report on what they have read, if they are given encouragement and help. However, there are pupils who raise questions and who, if encouraged, will try to find the answers.

. . . . .

1. The Church School Workers' Library, p. 3.

The church school owes its pupils a library with enough resources for such reference reading."<sup>1</sup>

It is often necessary, too, for these members to be responsible for studies and programs for which there is no specified plan. And in a church that is active, there will be spontaneous interests and hence needs arising. The lay member will seldom have the facilities for meeting these, unless an adequate library exists.

One editor states the following in reference to the value of Christian books in cementing the church-home relationship:

"Spiritual growth requires growth in the knowledge of revealed truth. The preaching of the Word is, of course, the most important means for spiritual development, but there is no better way to awaken interest among Christian people in sermons, that truly edify, build up, than inducing them to become readers of good religious books, doctrinal, devotional and practical...A minister who succeeds in awakening keen interest among his families in sound religious literature lays a solid foundation upon which he and his successors can build a church which is a tower of spiritual strength."<sup>2</sup>

If a minister is successful in doing this, he must have a source in which he may have confidence for the fulfilling of the awakened interest. This, too, then, is a service of the church library.

Of the simple outreach into unchurched homes, one librarian said:

. . . . .

1. Ibid.
2. "Church Libraries," *The Banner*, (typed copy, n.p., n.d.).

"As I read a number of the more recently published Christian fiction books for children and young people a growing conviction convinced me that these books, with others, should be in the homes of our Sunday school members. The Sunday school, through the child is the only church contact many homes have."<sup>1</sup>

It would seem that the value of a library in the total program of Christian education is beginning to be appreciated.

#### D. Summary

The people who make up the congregation of a church have reading needs. These needs are met by whatever source is available to meet them. Sometimes these sources are adequate, and sometimes they fall short in either their existence itself or in their quality. It is the privilege of the church library to meet those needs which fall within its scope. And it is a further privilege when it is thought of as reaching as far as possible into the lives of these people to teach them Christian ideas, values, and concepts, to aid them in their Christian work, to correct bad influences from other sources, and perhaps to reach them for Christ for the first time.

Secondly, the officers and teachers, those directly responsible for the Christian education and

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1. Samuel R. Harding: "New Life in Our Sunday School Library," The Sunday School Times, October 28, 1944, p. 771.

other activities of the church need materials for their activities. Likewise, the non-officer or general members who have occasional needs are encouraged and aided by the facilities of a good library.

In order to do this, the library must be well planned and must be well integrated into the program of the church. It will be the further purpose of this thesis to study both of these aspects.



CHAPTER II  
THE ESTABLISHMENT AND OPERATION  
OF THE CHURCH LIBRARY

A. Introduction

It has been shown that the church library is a challenge in view of the needs for it. For greatest service, it must be organized as efficiently as possible without becoming burdensome to the librarians. The purpose of this chapter is to set forth certain suggestions toward the establishment and the efficient operation of the local church library.

Consideration will be given to the first awakening of interest and to investigations of the practicability of the project. The position of the librarian and the library committee will be viewed. The technical processes will be set forth briefly, with suggested sources for the more extensive study necessary to guide in actual planning. Since these matters are well dealt with in these further sources, they need not be treated in this thesis in detail.

B. The Approach to the Establishment of the Library

1. General Awakening to the Need

In order for a church library to be established, there must be those who want it, who have the desire to

work, and who, above all, realize the necessity of it.

The needs which were discussed in the first chapter are not altogether recognized as such by the ordinary lay person, yet it will be the underlying awareness of them which will implant in some minds the idea of a library. When this awareness occurs, it should be channeled so as to inform the people and to spur the leadership and the general membership toward organizing a library. The first awareness is apt to come to someone who himself is experiencing, in part, the need.

## 2. The Investigation Committee

The first steps toward establishing a library come when those who first sense the need take the problem to someone of authority, from whence it may go to a committee or individual. This first committee (as it shall hereafter be used) may be authorized to investigate the possibilities.

This committee has the responsibility of further studying the need, seeking a location, considering financing, and doing the basic promotion before gaining official recognition.

The library is a serious endeavor in the Lord's work, and the committee's investigation should be accompanied by serious prayer and consideration before moving toward making it an official project.

Although it is not a necessity, these same members, if they represent the various organizations of the church<sup>1</sup> and have time to contribute, may become the official library committee after the project is formally commissioned.

a. Further study of the need

The first duty of the investigation committee is a study of what needs are not being met by other agencies. This will mean visiting the departments, organizations, and groups and studying their interests, work, and programs.

b. The room

The committee must find an appropriate location for the library. Although there are specifications for the ideal room, Leona Lavender Althoff treats the subject adequately and no restatement will be made here.<sup>2</sup> Let it be said simply that the best location available may be utilized and developed.

c. Publicizing the effort

As soon as an acceptable location has been found, the church library effort should be presented to the various organizations of the church. This includes the

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1. Cf. Leona Lavender Althoff: The Church Library Manual, p. 21.
2. Cf. Ibid., Chapter III.

governing body, the departments of the Sunday school, and each of the other service and educational channels. The purpose of doing this is to call the attention of these groups to what their need is and how the library can meet it. This should gain both their mental and perhaps needed financial support. The governing body to whom the committee will be responsible especially must be shown the full vision of the project, for their understanding and support are particularly necessary.

Serious studies on the part of the committee members should produce methods by which the library may best be brought before the constituency. A part of this publicizing will be the financial preparation. If there is doubt as to whether the church budget can accommodate an outlay for the purpose, it may be up to the constituency to produce the funds. Possibilities which may be used for financing when the library is actually being established are offered in a later section of this thesis.<sup>1</sup>

d. Gaining official appointment

This serious publicity will probably be necessary before the body which has the final authority to vote on the project will be convinced to so move. When this time comes, the committee should present their

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1. Post., pp. 40-43.

findings and make a formal request in order that a formal recommendation followed by the vote may be made. This procedure will vary according to the denomination and congregation, and should be done in the acceptable fashion. For instance, the committee may report to the board of Deacons who in turn makes a recommendation at a business meeting to the church members who vote on it. Then, once the library becomes an official endeavor, the actual establishment begins.

### C. The Technical Establishment of the Library

#### 1. The Librarian

One of the first steps after the library has become an official project is the choice of a church librarian. Although this office is open to either a man or a woman, the feminine pronoun will be used in this treatment since the librarian in a small church is more apt to be a woman.

##### a. Qualifications

Very much of the success of the library is dependent upon an alert, capable, interested librarian. Some of the qualifications are considered here.<sup>1</sup>

As for any church office of responsibility, the personal Christianity of the individual is of foremost

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1. Cf. Althoff: op. cit., pp. 56-59.

importance. This overall value is one which will help in integrating the spiritual resources in her library, in her recognition of how to meet individual needs, and in her standards for the choice of books.

It is best if the librarian has been trained in library science. However, where this is not the case, she should be willing to learn all she can, both on her own initiative and from special training when it is available. The public library and its librarians are usually a willing source of information, some considering it a particular part of their responsibility to train amateur librarians. Too, there is at least one summer school for church librarians,<sup>1</sup> where help is given in establishing a library; cataloging, classifying, and processing; selecting books for each reader; posters and other advertising media; and setting up a promotional program.<sup>2</sup> But trained or not, there is one prerequisite as stated in the "Church Library Bulletin."

"Unquestionably the librarian will need to have a genuine love for books and for reading. Back of this there would need to be some knowledge of books and a deep willingness to learn more about books."<sup>3</sup>

She should have a vision for the library and be alert to the possibilities of service it may render. "If

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1. Ridgecrest, School for Church Librarians, Ridgecrest, North Carolina.
2. Cf. "Now's the Time," Church Library Bulletin, February 1948, p. 4.
3. Althoff: op. cit., p. 57.

some one with a vision of the task is secured, one real qualification for a church librarian will have been met."<sup>1</sup>

Dependability is necessary, so that the constituency may depend upon her for hours and services as scheduled and promised. She should possess leadership and administrative abilities and an outgoing, cooperative spirit. Closely akin to this are tact, patience, and persistence.

There must be what Miss Althoff calls a "passion for correctness in detail work"<sup>2</sup> if the library is to be maintained properly.

It is helpful if the librarian knows the church with its organizations and their aims and programs and the individuals with their interests, activities, and needs. However, these are easily learned by an alert person.<sup>3</sup>

b. Duties

Harry Munro lists the librarian as a member of the administrative staff and speaks of her as the one who

"will keep the school informed on significant current literature, keep a library up to date and in active use among the workers, popularize new books, keep files on teaching materials, programs, clippings, curios, exhibits, etc."<sup>4</sup>

Following are some more specific duties suggested

. . . . .

1. Ibid.
2. Ibid., p. 59.
3. Cf. Mrs. Ralph L. Elliott: Library Handbook for Church and Sunday school, p. 7.
4. Harry C. Munro: The Church As a School, p. 251.

for the librarian.<sup>1</sup> She will probably need assistants to help her, for example, during operating hours when she can not be in the library. She must train these assistants she appoints. She must cooperate with the library committee in both an active and an advisory capacity. This will include maintenance of the library, administration of the collection, and enforcement of rules and policies.

The librarian should either herself or in co-operation with the library committee choose, purchase, and maintain all books and should keep accurate account of all circulation. She should be alert to all outside sources of books and aids for her library. She is library consultant to all who ask or need it. To do this, she should read as many of her books as possible and know both them and her people. She should make accurate monthly reports to the church and perhaps to the denominational library board.

c. Securing the librarian

There is no iron clad rule for the securing of the librarian. Much of the process depends upon the denomination or nature of the situation.

In most cases, the librarian is a volunteer worker. She and the library committee may be appointed by

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1. Cf. Althoff: op. cit., pp. 60-62.
2. Cf. Post., p. 37.



the Christian education committee and therefore directly responsible to them. Or, they may be appointed by the governing body, such as the session, or be nominated by the nominating committee and be voted on by the entire congregation at the regular election for a stipulated term.

It is recommended that the body to which the librarian will be responsible contact and inform the candidate concerning the services and the duties of the position to get her disposition toward it before making a choice. Due to the nature of the work, anyone not interested in it would not be satisfactory.<sup>1</sup>

## 2. The Library Committee

### a. Membership

For the growing library, it is suggested that a library committee be appointed by the Christian education committee or the governing body<sup>2</sup> and be responsible to them. This committee should represent each department of church activity for the purpose of establishment, promotion, and integration.<sup>3</sup> The librarian should be a member of this committee, and ex-officio membership may be given to assistant librarians, pastor, Sunday school superintendent, and D.R.E. The committee, like

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1. Cf. Althoff: op. cit., p. 63.
2. Ante., pp. 36, 37.
3. Cf. Althoff: op. cit., p. 21.

the librarian, should be considered for aptitude, spirituality, and deep interest.

b. Duties

The following duties are suggested for the committee: First, it should secure and equip the room. Here, unless this committee is identical with the investigating committee, a specific reference to that committee's findings should be made.

The committee should aid the librarian in selecting and buying books. Some attention should be given here to the problem of the responsibility for choice, and purchase of books. Three possibilities are as follows. The librarian may be given authority to buy as she wishes within the budget allotted to her. This puts the choice in her hands, and hence the responsibility for the quality, but this practice means quick service, and buying by the one person who best knows the needs of her constituency. A librarian who knows the field of religious books and who is a real representative of her congregation should be able to do this. Another way is for the committee to be given joint authority with her, so that choosing and purchasing is planned and approved by them together. Again, one church<sup>1</sup> formed a system of checks and balances even

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1. First Baptist Church, Hammond, Indiana

more stringent than this. All books are read and reported upon by individual members of the library committee, the reports then going to the Christian education committee to be approved for purchasing or to be rejected. In either case, the report is filed for future reference in case of questioning by any church member concerning any book in or left out of the library, and for future reference in placing orders and making up "want" lists. This latter method may prove to be very slow in the case of quickly needed materials, unless some provision be made for such instances. It may be too close to censorship if not handled carefully. Also, it presents a problem in acquiring books for consideration when they are not available elsewhere, or if the buying is to be done from a source which does not give books on approval. However, it does assure careful choice, may eliminate some wasteful buying, and spreads the responsibility for the books and materials which are put into the library.

The committee should work with the librarian in setting rules and policies concerning hours, methods of cataloging and handling of books, scope of books and non-book materials to be included, and methods of securing and discarding books and materials.

The committee also should work with the librarian in establishing and maintaining the library, and in promoting and integrating it into the entire Christian activity.

of the church. This last will be the subject of the third chapter of this thesis.

### 3. Financing the Library

The most obvious way of financing the library, and the one toward which each church should aim, is the simple appropriation of the money in the church budget. The case of no available financial aid from this source, or of a limited appropriation, forces the church which really wants to establish a library into finding other sources of funds.

Various organizations and individuals of the church may be approached to take upon themselves certain responsibilities of finance and labor. For instance, the men's class may buy and build the shelves. Such united endeavor is certain to yield valuable interest and enthusiasm as a by-product.

If the church meets a certain set requirement for the library they are organizing, one denomination will give a number of free books to help start the collection.<sup>1</sup> Another denomination has a book club which gives bonus selections.<sup>2</sup>

The church organizations may be asked to give a certain collection per month to the library, or this may

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1. Cf. Free Book Offer, Church Library Service, Baptist Sunday School Board
2. John Knox Book Club, Presbyterian Church, U.S.

be done by the entire congregation, once a quarter or once a year.

One church had specific envelopes each Sunday for the individual classes who thus bought their own books and kept them until the entire class had read them before putting them into general circulation.<sup>1</sup> A book club may be organized which will buy and review a book a month, and then donate it to the library.<sup>2</sup>

A rental system may be instituted whereby new books are bought and put on a special shelf with a charge per day. This fee is used to pay off the cost of the book which, when it is paid for, is put into general circulation.<sup>3</sup>

If book purchasing is to be extended into the hands of the classes and individuals, it may be wise to post a list of desired and/or approved books for protection against unwise buying.<sup>4</sup>

One of the most popular methods, and one with a valuable meaning, is the memorial library. Elliott suggests:

"As a tribute to the memory of those who have gone to be with the Lord, what could be more fitting than a Memorial Library--good books that will prove to be a continual blessing and source of knowledge to those who use them?...In times of

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1. Cf. Samuel R. Harding: "New Life in Our Sunday School Library," The Sunday School Times, October 28, 1944, p. 771.
2. Cf. Althoff: op. cit., p. 73.
3. Cf. Ibid.
4. Cf. Ibid., p. 72

bereavement, which come to all, books instead of flowers would be a lasting tribute."<sup>1</sup>

One pastor, when he has money given to him by insistent families for whom he has conducted a funeral service, puts this honorarium into the "Memorial Fund"<sup>2</sup> of the church in memory of the deceased loved one. The family receives a card in thanks for the gift.<sup>3</sup> A pastor using this plan might also put a book plate bearing the name of the deceased into the front of books whose purchase could be covered by the gift.

An example on a large scale of the memorial library plan is that of the Tommy Priest Libraries in the Pecos Valley Association in Texas. When this young Christian boy died of infantile paralysis, his parents desired to establish a memorial to him. This took the form of a library. Gifts were made by the parents in the forms of outright gifts, a certain amount per year, and an endowment insurance policy. The library door and book plates in the books bought with this money bear the boy's name. Other book plates are available for anyone else who wants to add a memorial volume.<sup>4</sup>

A plan of church co-operation may be used.

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1. Elliott: op. cit., p. 5.
2. William B. Ward; "One Church's Adventure with Books and Records," Presbyterian Survey, June 1947, p. 277.
3. Cf. Ibid.
4. Cf. Akins, W.L.: "Tommy Priest Libraries," The Sunday School Builder, November 1941, pp. 2,3.

It is suggested in the International Curriculum Guide:

"When churches find it difficult to maintain their own libraries and the community facilities are inadequate, several churches may well pool their resources to provide a co-operative library."<sup>1</sup>

This plan is used in one rural area, where a centrally located home (it could be a church) is the library, and a committee is responsible for circulation.<sup>2</sup>

#### 4. The Room and Equipment

The success of the library is not dependent upon the room, yet the chances of attaining that success are somewhat proportionate to the adequacy of the room. Miss Althoff suggests:

"The church library room if possible should be located on the main floor of the church building in the place that is most accessible to the most people, all ages considered...a library is a liability unless it is used, and its location is a determining factor in the use that is made of it."<sup>3</sup>

Miss Althoff continues to treat extensively the problem of the room, so it is not the intention of this study to duplicate but rather to refer to her suggestions.<sup>4</sup>

Both Althoff<sup>5</sup> and Moshier and LeFevre<sup>6</sup> give good

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1. The Organization and Administration of Christian Education in the Local Church, International Curriculum Guide, Book Six, p. 52.
2. Cf. Mrs. Margaret Beck: "A County Library," International Journal of Religious Education, June 1941, p. 41.
3. Althoff: op. cit., pp. 33,34.
4. Cf. Ibid., Chapter III.
5. Cf. Ibid., pp. 36-47.
6. Cf. L. Marion Moshier and Helena S. LeFevre: The Small Public Library, pp. 38-43.

summaries of large equipment necessary for the library room. Such items as the following should be considered: shelves, librarian's desk, supply cabinet, catalog files, bulletin board, magazine rack, free literature rack, tables, chairs, files. It is possible for a church with financial resources to buy ready made furniture. In this case, the denominational library board or any library furnishing company should be contacted. Consideration will be given here to possible substitutes for the manufactured furniture.<sup>1</sup>

Shelves may be home made, perhaps even of used lumber, following suggested specifications.<sup>2</sup> Or some of the members of the congregation may have old parlor book-cases from which the doors may be removed. The librarian's desk may be an old table, perhaps refinished; one with a drawer for supplies is advisable. If the desk happens to be one with several drawers, it may be used for a supply cabinet. Or an old refinished or painted cabinet from the church may be available.

Burlap or monk's cloth stretched on a frame may be used for a bulletin board, instead of cork tack board or celotex. The one stipulation is that pins or thumb tacks can be put into it.

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1. Cf. Althoff: op. cit., pp. 43-45.
2. Cf. Coshier and LeFevre: pp. 38-40.



Although the magazine rack should be one on which all of the magazines may be seen at once, an ordinary chairside rack or a table may be substituted temporarily. The rack for free literature could be home made, or if tracts are displayed elsewhere in the building, the librarian can send her contributions there instead of having her own rack.

If there is space but no money for new tables and chairs, an old table, preferably refinished, and portable chairs will be acceptable.

The public library may even lend some furniture to a church library where it also lends books.

In place of metal or wood filing cabinets, it is possible to buy cardboard "dead" files, or a temporary file may be made from a wide sized fruit crate which has been painted. Small boxes may suffice for a catalog file.

If even makeshift equipment for temporary use is not available at the outset, the use of the library should not be delayed. A bookcase and a table may be the beginning of a satisfactory library with the rest of the equipment to be added piece by piece.

A study of Zana K. Miller's How to Organize A Library,<sup>1</sup> an easily followed pamphlet, will reveal the necessary small supplies such as catalog cards and rubber stamp.

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1. Zana K. Miller: How to Organize a Library, particularly note p. 19.

## 5. Acquisitions for the Library

### a. Book

#### (1) Scope

As was stated in the first chapter,<sup>1</sup> it is not the purpose of this thesis to list books to be included in the library, because of the turnover, the various purposes which the library may serve, and the availability of book lists. The policy determining the scope of books should be decided at the outset, for there is difference of opinion as to whether the library should contain any books other than religious ones. Some librarians are in favor of any book which will contribute great moral truths as well as strictly religious ones.<sup>2</sup> Others disclaim anything which puts the library in competition with the public sources.<sup>3</sup> The decision may be made upon the basis of these principles or upon other community resources.

This thesis, however, is concerned with the library which is limited to specifically Christian books. Furthermore, those books which may be needed, but are not specifically religious, are probably in the public library. The church librarian should know about them and have a list available for suggestions to inquirers who may then get them from the other source. Or these books may be borrowed

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1. Cf. Ante., p. 21,22.
2. Cf. Althoff: op. cit., p. 65.
3. Cf. Ward: op. cit., p. 278.

from the public or state library for a specific short term purpose, such as psychology books for a teacher training course.

A brief glance should be taken of the field of possibilities for the scope of books that should be in the church library.

A seminary Christian education seminar<sup>1</sup> suggested the following scope: devotion, Christian life, church classics, Bible translations, reference, commentaries teacher helps and books on methods, counseling, stories, parent education, worship, the denomination, apologetics, missions, history, world problems, recreation, biography and autobiography, fiction, visual aids, and magazines. To this list might be added Christian education and philosophy, doctrine, Christian aspects of social and scientific matters, and homiletics. The church library as considered here would include only the books which deal with these subjects from a Christian point of view. The Dewey outline in the handbook by Elliott will be of more detailed help on this scope.<sup>2</sup>

The wise librarian and committee will study the trends as presented in Chapter I in order to see what ages do the most reading, and what interests are evidenced.

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1. Seminary in Christian Education, Biblical Seminary in New York, Spring, 1948.
2. Cf. Elliott: op. cit., pp. 12-21.

with the knowledge of the needs in her individual church, and the knowledge, perhaps gleaned from a survey, of her specific adult congregation, the librarian will balance her book buying. Too, she should approach those leaders who will be using the library resources and get suggestions from them. Other needs will arise as the library is further integrated into the educational activities of the whole church.

Book choice presents a problem which the individual church must solve in its own way. It concerns books which are in some aspects questionable or which are of a different theological standpoint from the local church. On one hand, the library has a responsibility to the lives of the people in what is offered, knowing the persuasiveness of the printed page. On the other hand, the library should not become a censoring body providing propaganda for only one way of thinking within the confines of orthodoxy.

(2) Sources for choice and purchasing

The librarian needs some source to provide for her a list of the books and materials available. Denominational boards publish topical and seasonal lists. One of these<sup>1</sup> even includes the Dewey Decimal<sup>2</sup> numbers. Other such sources include religious book lists from outside

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1. The Church Library Booklist, Baptist Book Stores.

2. *Library of Theology*, p. 10.

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agencies,<sup>1</sup> reviews from Christian magazines and newspapers, and personal requests.

For purchasing sources, there are denominational publishers, and undenominational Christian publishers, as well as the secular ones who often bring out religious books.<sup>2</sup> Or buying may be done from denominational or religious book stores.

Nor should the source of the second hand store be overlooked.

"But if you visit a second-hand store, make sure that you are not intrigued into buying a lot of worthless material. There may be treasures in that store, but be sure that you find the treasures before you buy."<sup>3</sup>

The public and state libraries are other sources.<sup>4</sup> The former will often lend and sometimes even buy particularly for the needs and according to the requests of a church library, and then the public library may lend this specially purchased collection to the church library for a specified period or indefinitely. The state library will lend for a period if it has what is needed. Also, some denominational boards have special collections they will lend for specific uses or seasons.

### (3) Principles of selection

There is not enough money in the ordinary library budget, nor is it wise in the use of the Lord's money to

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1. e.g. American Lib Religious Book List, American Library Association and Religious Book List, National Council of Christians and Jews.
2. Post., Appendix, p. B and C.
3. Elgin S. Moyer, Building a Minister's Library, p. 34.
4. Cf. Libr., p. . . . .

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allow reckless buying. There are certain elements, therefore, to be considered in the choice of books. Miss Althoff suggests the following:

"a. The constructive influence of the book--There is no room in the library for a book that is merely 'not harmful,' or 'just good.'...the book should be positively constructive in its influence, definitely helpful and definitely useful...

"b. The value of the book--...Is the book really valuable to the library? Is it needed more than some other book on another subject?...

"c. The price of the book--...Is it the best book available for the price?...consider other books on the same subject and other editions of the same title..

"d. The mechanical make-up of the book--Is the book well bound?...Get books that can stand the wear and tear of circulation and hard use. Do not buy paper-bound books for the library if the book is available in cloth binding...Consider the type...Consider also the paper.."<sup>1</sup>

#### (4) Gifts

There is always the problem of the well meaning person who wants to contribute books of his own choice or out of his own private library. If the librarian shares book responsibility with the library committee, she may tell the donor that the books will be given, without name, to the library committee to choose those which will be of value to the library. Those not needed should be returned rather than be kept never to appear on the shelves.

This caution may be carried even so far as to have all purchases be made directly by the librarian or library committee, with no individual gifts at all.

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1. Althoff: op. cit., pp. 68-69.

"Again, every book is studied by the library committee to make sure it meets a significant need. We have announced that we do not accept gifts of used books. In order to keep our collection up to date we have made the rule that every volume shall be purchased by the library committee."<sup>1</sup>

Some librarians use gifts of old books as a basis upon which to build a new library. Although this seems unwise, absolute refusal may mean the loss of some valuable volumes, unless the librarian or committee buys such from the individual owners. The one sure rule is that the established policy must be made clear to the constituency and be strictly adhered to.

(5) Discards

There are times when books must be discarded. For instance, in the case of a library being rejuvenated the first step is the cleaning out of the old volumes which are out-dated, falling apart, or of no value to the particular library. An old but valuable book, however, may be rebound. Simple repairing may be of such a nature that the librarian may learn to do it herself.<sup>2</sup> Useless books will fill space which should accommodate new books, thus causing unnecessary crowding. Also, a big, even though almost useless, collection has an adverse effect on plans for new purchases.

b. Non-book

Up to this point, the general discussion has been

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1. Ward: op. cit., p. 278.
2. e.g. Book Mending, Library Bureau Department of Remington Rand Incorporated, or Bookcraft, Gaylord Bros.

in terms of books. However, they are only a part of what the library offers to those who use it. Other reading materials include magazines, pamphlets, and clippings. The library is the best place for the filing of all audio-visual aids unless there is a specific audio-visual aids room to handle the larger materials. They may still all be cataloged in the library. These include records, radio, movies, slides, film strips, pictures, flannel-graph materials, maps, even museum pieces if there is no museum room. This is a part of the library's service which is relatively new in some of its aspects.

Magazines should cover the following fields: the denomination, various age groups, special interests such as missions, Christian education, Bible study, current Christian news and thought, and devotional materials. The number of these will depend upon the financial limits and the use they are given.

Pamphlets are a valuable supplement to book information, and should be filed. Others of them should take their places in the free literature rack.

Clippings on current events in the religious world or on related subjects and places may be of value. The file should be cleaned often to remove clippings which become quickly outdated.

The audio aid of the record is relatively new to the Christian scene. One pastor was challenged by them:



"Why not circulate religious phonograph records, too? So we have begun the experiment with eight albums of religious music...Albums of records are checked out like books and taken home to be played on the home phonograph."<sup>1</sup>

He found them to be of value in both home circulation and in the church and its outposts. Recorded stories in dramatic form are also available now. Movies, film strips, slides, pictures, maps, museum articles are all aids to the teacher or to students.

It is of most value, then, for the library to include for lending and study purposes, all of these that are practical for a unit of its size to handle. The use and filing of these items will be considered later in this thesis.<sup>2</sup> Financing and selecting is done on much the same basis as that for books.

## 6. Classification

### a. Books

J. C. Dana gives a good definition of classification which shows its necessity.

"To classify books is to place them in groups, each group including, as nearly as may be, all the books treating of a given subject, for instance, geology; or all books on whatever subject, cast in a particular form, for instance, poetry; or all the books having to do with a particular period of time, for instance, the Middle Ages...its purpose is...to make ...books more available."<sup>3</sup>

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1. Ward: op. cit., p. 278.
2. Post., p. 55, 56.
3. J. C. Dana: A Library Primer, p. 98, in Susan Grey Akers: Simple Library Cataloging, p. 5.

There are several methods of classifying used by libraries in the United States. The one chosen for the church library should be the one with which the majority of the congregation are already acquainted and one which can easily be accommodated to the size and needs of this specific library. The Dewey Decimal system is suggested, for it is well known because of its use in many high school and public libraries, and because its system can be accommodated easily. This system has been worked out in detail and sources are available for information on how to use it;<sup>1</sup> therefore, only a few comments will be given here.

The juvenile books should be culled out and lettered on the spines, "J." They will then be catalogued and kept on suitable sized shelves or sent to the appropriate departments.

The fiction books may be simply shelved in alphabetical order by author. If desired, the letter "F" may be printed on the spine of the books. A numbering system is used on non-fiction books.

The Church Library Service of the Baptist Sunday School Board in the booklet, "Preparing Books for Circulation" suggests and illustrates the steps in preparing books for use. Study of it or similar explanations will aid the librarian who is untrained.

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1. Post, Appendix A.

Post pp.

b. Non-book

(1) Reading materials

Current magazines should be kept available in the magazine rack. Back issues may be stacked in a cabinet or on shelves.<sup>1</sup> Clippings may be kept in an accordion file or in large envelopes filed by subject, or pasted on sheets of paper with subject titles on the sheets,<sup>2</sup> and filed in a vertical file. File boxes for pamphlets are available at library supply outlets or file folders may be used.

(2) Audio and visual aids

A large vertical file cabinet is now available for audio-visual aids.<sup>3</sup> The four drawers are built to accommodate slides and film strips, movie film cans, and two sizes of records. The library that cannot afford such a cabinet should use shallow drawers for slides and film strips, deeper drawers for movie film cans, and deep partitioned shelves for records. If such a collection becomes large, it may be filed by itself, or subject and title cards of specified colors may be added directly to the card catalog and similarly numbered.

Pictures are best mounted properly and attractively and filed in folders by subject<sup>4</sup> and by Biblical text. If the library is a large one, pictures framed for

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1. Cf. Althoff: op. cit., p. 117-118.
2. Cf. Ibid., p. 116-117.
3. Cf. Elbert M. Conover: The Church School and Parish House Building, p. 69
4. Cf. Althoff: op. cit., p. 117.

hanging may be lent to church departments or even to homes for extended periods. In any case, they should be prepared for circulation. A source of interpretation of the picture may be written on the back of the picture or on the artist, title, or subject card which may be used if the collection grows to a size necessitating filing.<sup>1</sup>

Flannelgraph pictures, too, should be put in manila envelopes by story and be filed by subject and Bible text to be checked out like a book.<sup>2</sup>

Maps may be filed by continent or by nation when folded in a file folder or rolled and stored in drawers. In either case, visible surfaces should be labeled for identification. If maps are large, they may be kept in a map frame.

Museum pieces will be useful for teaching and for exhibits. If the library is large enough to accommodate museum showcases, these items may be kept in there. Otherwise, they should be kept in closed cabinets unless on special display.

## 7. Rules and Regulations for Use of the Library

Rules should be formulated and publicized for the knowledge of those who will use the library.<sup>3</sup> Hours should be arranged at times when the congregation or parts of it

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1. Cf. Elliott: op. cit., p. 27, 28.
2. Helen Osborne, "The Flannel Board" in "Novel ways to Meet Old Needs," The Sunday School Builder, Nov., 1941 p. 9.
3. Cf. Althoff: op. cit., p. 29-30.

will be in the church building. Also, besides hours before and after public meetings, there should be longer consecutive periods for the sake of those who desire to study.

It should be understood just who has the authority to issue books. The librarian may have assistants in the library or in the departments and organizations who will be responsible to her. Whatever the understanding be on this, it should be stressed and adhered to, for the easiest way to lose or misplace books is to allow people to take out books at their whim, either leaving no record, or trying to manage the system themselves.

Time limits and renewals on books and non-books and their overtime fines, if there are any, should be settled. Readers should be held responsible for loss or destruction when it is their error.

The simplest charging system is the use of the bookcard on which the name of the borrower is written. A library in a large city may wish to register each of its borrowers by name and address.

#### D. Summary

It has been the purpose of this chapter to set forth some of the considerations for the organization of the church library. Organization must be efficient but not

charging when they are  
to be done

burdensome by being oversystematized in relation to library size and extent of service. The investigation and the actual establishment have been set forth. The latter included the qualifications and duties of the librarian and library committee, and the preparation of the room in relation to what the church can afford and can offer. Sources and methods of acquiring books and non-book materials and the classification and filing of these were considered. Rules and regulations for the library, as well as means of financing it were examined.

For the further study which is necessary beyond the suggestions in this chapter, sources are listed in the appendix to this treatment. Each library must study its own situation and make adaptations in accordance with its own needs.

## CHAPTER III

### INTEGRATION OF THE LOCAL CHURCH LIBRARY INTO THE WHOLE-CHURCH CHRISTIAN EDUCATION EFFORT

#### A. Introduction

The best established library, most carefully designed to meet each existing need, may become a liability unless it is actively integrated into the effort of the entire church. One librarian states:

"Our primary task in Kingdom building is to win the lost and build Christlike character... 'everything should be considered in relation to the building of the Kingdom of God'... Just as a little leaven will leaven the whole lump, so the supplementary helps and correlation between the organizations that a church library renders may affect the whole tone of one's church."<sup>1</sup>

The librarian should first make a systematic study of the organization of her own church. This view of the individual purposes all united in one ultimate purpose will impress upon the librarian the unity of which she is a part, and will show her her own ultimate aims and the areas to which she must channel her practical efforts.

The purpose of this chapter will be to suggest ways in which the library may be integrated into these organizations and activities. After a presentation of

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1. Mrs. Andrew Allen: "I'd Rather Be a Librarian," Church Library Bulletin, December 1947, p. 2.

general methods of integration, consideration will be given to these as units. Included will be the general readers, the pastoral ministry, the teachers and their classes, the young people, and the governing body. There are interest groups such as missionary organizations, mothers' clubs, and choirs. There are also special needs such as material for devotion planning, recreation, radio broadcasting, plays, programs, and family night. These will be studied in an attempt, not to exhaust the possibilities, but to reveal them to the interested librarian who may further explore their resources.

The principle source of suggestions for integration were current Christian education publications.

## B. General Methods of Integration

### 1. Promotion Methods

Much emphasis should be given to the first opening of the library. A portion of the day may be set aside for a dedication. This would be preferable during or just before or after a regular meeting, or order that as many as possible might be present. The librarians and committee may give an afternoon tea, during which time visitors may be introduced to the library's facilities and system. Possibly, visits may be handled during the Sunday school hour. Althoff mentions such a case when the pastor



and Sunday school superintendent guided departmental Sunday school groups at fifteen minute intervals on library visits.<sup>1</sup>

In order that the constituency may understand how to use the new library, the librarian can make or buy explanatory guides.<sup>2</sup>

The attention of the entire church may be called to the library on special days other than the opening day. Religious Book Week, which was inaugurated in 1943 by National Conference of Christians and Jews, may be publicized by displays of, for instance, books on comparative religions, world Christian movements, or great Christian and religious personalities. Library Week<sup>3</sup> may be celebrated once a year, perhaps on the library's birth date.<sup>4</sup>

The librarian has several dependable resources for her usual promotional use. There are the bulletin board, and the display table. Posters, book jackets, and pictures may be used to emphasize themes, seasons, and new books. One librarian put attractive book jackets in picture frames.<sup>5</sup> A small tilted table top shelf may display

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1. Cf. Leona Lavender Althoff: The Church Library Manual, p. 125.
2. e.g. "How to Use This Catalog Guide," "How to Use the Library," "How to Find a Book," Gaylord Brothers.
3. Patrick H. Carmichael, "Can Your Teachers Read?" International Journal of Religious Education, December 1941, p. 14.
4. Mrs. A. L. Weir: "A Library Birthday Party," Library Programs, p. 15.
5. "Clever Book Jacket Display," Church Library Bulletin, May 1949, p. 3.

selected books accompanied by captions such as the following:  
THE NEWEST BOOK, BOOKS FOR CHILDREN, FAMILY WORSHIP, A  
BIBLE HELP, A NEW TRANSLATION.<sup>1</sup>

One librarian put a reading lamp on a table and arranged it attractively with new books and current magazines and found that it received much attention.<sup>2</sup>

To take books and materials to a point of interest, use may be made of portable displays such as a portable bulletin board<sup>3</sup> or traveling bookshelf.<sup>4</sup> This latter may be just a table mounted on wheels or a tea wagon.<sup>5</sup> Someone should be put in charge of it for book charging.

Mimeographed letters<sup>6</sup> from the library or "fliers"<sup>7</sup> sent in official church mail will take into the homes information on books and materials and how to use them, and seasonal and topical suggestion lists. Especially if the library serves other churches in the community, reviews in the local newspaper may gain outside publicity.<sup>8</sup>

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1. Cf. Althoff: op. cit., p. 127.
2. Cf. Edna C. McIntire: "Creating 'Book Appeal' for the Workers' Library," International Journal of Religious Education, May 1945, pp. 13,14.
3. Cf. Althoff: op. cit., pp. 125,126.
4. Cf. "The Traveling Bookshelf," "Novel Ways to Meet Old Needs," Sunday School Builder, November 1941, p. 9.
5. Cf. Mrs. C.H. Cosby, "The Time Is Now!" Church Library Bulletin, November 1947, p. 31.
6. Cf. Gloria Diener Glover, "Silent Teachers in the Home," International Journal of Religious Education, February 1939, p. 7.
7. Cosby: op. cit., p. 3.
8. Frank P. Hiner, "Why They Used Their Library," International Journal of Religious Education, October 1940, p. 16.

The librarian with an imagination will think of countless other ways of working the library into the church life.

Another general service of the librarian is alertness to themes and units, special days and programs.<sup>1</sup> The librarian should have on hand and be quick to offer enriching and related material for these.

## 2. General Readers

There are many in the church who are just "readers." They enjoy the pastime and are ardent readers of fiction or of whatever captures their interests with no particular purpose for teaching or other church responsibility. This group includes those children of around twelve and thirteen years of age who read in such volume. If the librarian has purchased Christian fiction and other books in relation to their interests as presented in chapter I, she should be able to serve them. If she realizes that building Christian character<sup>2</sup> is one of the values of good books, she will recognize this service as a significant function of the library. For instance Gloria Diener Glover says:

"The adolescent boy or girl may not respond to the book which is labeled religious, but stories of persons who have embodied in their lives the high ideals of Christian living will not go unread."<sup>3</sup>

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1. William L. Rogers: "But Is It Practical," International Journal of Religious Education, May 1942, pp. 6,7ff.
2. Cf. Althoff: op. cit., p. 53.
3. Glover: op. cit., p. 6.

The librarian's service to the individual includes, too, the answering of requests for special items of information.<sup>1</sup> If she really knows her individuals and materials well, her service may go beyond this to the suggesting by personal contact or by letter or books or even paragraphs which would be of particular interest to them.<sup>2</sup> Dr. George Truett said:

"Encourage a humble man to read a worthy book. By service so simple and easy we may daily enthrone righteousness and the Lord of life."<sup>3</sup>

### C. Integration Into Specific Activities

#### 1. Pastoral Ministry

The pastor must spend much time in study and sermon preparation. The library should be able to serve him personally by providing materials to enrich his studies.

During his calling or counseling hours, he may be able to suggest books that will benefit those who need help. For instance, he may suggest books on the Christian interpretation of sex, the home, and the family altar. To the new parents he may offer books on Christian parenthood and responsibility, on the meaning of dedication or baptism, and books for the young child.

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1. Cf. Althoff: op. cit., p. 53.
2. Cf. Hiner: op. cit., p. 16.
3. Mrs. Andrew Q. Allen: "I'd Rather Be a Librarian," Church Library Bulletin, February, 1948, p. 3.

The confirmation class has much to study, and along with the pastor's teaching may go assignments in the church library. In some churches, the new-member class is the pastor's responsibility. Especially when he is dealing with adults, the librarian will help him by affording books on the denomination, doctrine, history, the Christian life, stewardship,

Before special visitation efforts, he may give his callers not only Bible studies, but also books on methods of visitation evangelism. The librarian will provide materials on evangelism written for evangelists such as these and for all the lay membership.<sup>1</sup>

The librarian may cooperate further with the pastor by preparing special sections of books in the library or on a portable book table to reinforce special sermons or series of sermons.<sup>2</sup> The impact of the sermons will be heightened by reading, both in preparation and in followship. Thus, the pastor's ministry may be strengthened by the library.

## 2. The Teaching Ministry

### a. The Teachers' need

Although some of the pastor's duties are of a teaching nature, and although it is agreed that the

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1. Cf. Althoff: op. cit., pp. 51-52.  
2. Ibid., p. 134.

Christian education permeates the entire church program, yet this section will deal with the regular teacher. In his suggestions of what the church owes its teachers, Harry C. Munro says: "...there is one unescapable financial obligation. That is to provide in the fullest measure for their self-improvement."<sup>1</sup> Among suggestions for this, he names the maintenance of a good library.

This need is brought out by the following incident which Herman J. Sweet cites. The instructor in the pre-session demonstration school spent time to give a careful review of the preparation steps she had taken for a class session. When she laid before the teachers the resource materials she had used, one of them exclaimed, "No wonder we can't teach. We don't have anything to work with!"<sup>2</sup>

The aid the library gives is essentially the same for Sunday school, vacation Bible school, Bible clubs, and weekday school teaching. It will be a regular service to the Sunday school teacher. For the vacation Bible school it will mean a brief but focused attention. Paul W. Seagers says that if a church is to house a weekday school it must have "library and public display facilities. Although these are more natural for public schools there is no reason for not having them in church rooms."<sup>3</sup>

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1. Cf. Harry C. Munro: *The Church As a School*, p. 174.
2. Cf. Herman J. Sweet: "Resource Books for the Church School Library," *International Journal of Religious Education*, September 1945, p. 14.
3. Paul W. Seagers: "Questions About Weekday School," "Use of Churches or School Buildings?" *International Journal of Religious Education*, January 1945, p. 7.

b. Provisions to aid the teacher

The library may provide almost every physical resource for the teacher other than the equipment of the room itself and materials the teacher and the class will consume. Primarily, the teacher uses the church library to enrich her own life and lesson preparation. The Bible translations, dictionaries, atlases, commentaries, Bible helps, historical books, current magazines, method suggestions, books of worship helps, and story collections the class may never see in the teacher's hands. Yet these contribute to an adequate and inspiring lesson.

For the teacher herself, one church asks the workers to read "at least one good book on background for course study, one new book on methods, and at least one for their spiritual enrichment."<sup>1</sup>

In another church, where magazines are promoted, the department head gets her copy first, which she reads and evaluates. Then she clips the pages of the most valuable articles in the teachers' copies and gives them out, suggesting they read the clipped ones and tell her their reactions. Sometimes, reports on them are given in teachers' meetings. This is considered to be of particular help to new teachers who need guidance in their reading.<sup>2</sup>

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1. McIntire: op. cit., p. 13.
2. Cf. Ibid.

Other uses of the library are for the class itself. If the teacher wants books to go into the homes, a library assistant such as class or departmental librarian may take books to the class and circulate them from there.<sup>1</sup> If the teacher wants her class to enrich their studies, she may begin the practice of short assignments in the library. Use of current articles in connection with Bible studies, for instance, current articles on the Jews, may deepen a student's understanding of the people.<sup>2</sup> For their Bible study, the students may enjoy looking up customs and further information in the library.<sup>3</sup>

To introduce his discussion of the use of film slides, Paul Vieth quotes Anne Lindberg:

"...the things one loves, lives, and dies for are not, in the last analysis, completely expressible in words. To write or to speak is almost inevitably to lie a little. It is an attempt to clothe an intangible in a tangible form; to compress an immeasurable into a mold. And in the act of compression, how Truth is mangled and torn! The writer is the eternal Procrustes who must fit his unhappy guests, his ideas, to his set bed of words. And in the process, it is inevitable that the ideas have their legs chopped off, or pulled out of joint, in order to fit the rigid frame. All of which does not mean one should cease from trying to express the impossible. One should labor at that distant ideal unremittingly, but one should offer the results with some humility."<sup>4</sup>

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1. Cf. Althoff: op. cit., p. 131.
2. Cf. Frances Powner Frier: "Using Magazines As Resource Material," International Journal of Religious Education, February 1947, pp. 4,5.
3. Cf. Althoff: op. cit., pp. 49,50.
4. Anne Lindberg: The Wave of the Future, pp. 6,7, Paul H. Vieth: "Teaching with Film Slides," International Journal of Religious Education, December 1940, p. 14.



Gift of Author

The use of audio-visual aids is aimed at making a little clearer these things which words cannot completely say.

Mounted pictures and maps are the oldest aids to the teacher. In one church, the art librarian comes to the library during the week laden with current quarterlies. She studies each lesson and then chooses pictures from the file, putting them in each teacher's individual folder. This file must be kept growing to avoid using the same ones too often.<sup>1</sup>

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The old institution, the museum, may be a forgotten visual aid. The library may have one made up of the curios sent home by missionaries and models of objects such as scrolls which the teachers might need. For the teachers, the librarian may borrow displays from the city museum, some of which are accompanied by a prepared lecture.<sup>2</sup>

Much has been and is being written on the use of motion pictures and film slides. Many of the articles are in current magazines which any librarian can have available for the teachers. The visual aids may be used in individual lessons or for special occasions. Unless the movie or filmstrip is for entertainment, however, it

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1. Cf. Clarice M. Bowman; "An Art Library for the Church School," International Journal of Religious Education, January 1936, p. 21.
2. Cf. Mary O. Becker; "The Museum--A Neglected Resource, International Journal of Religious Education, November 1940, p. 19.

should never be used just for an added reward,<sup>1</sup> or in place of a planned lesson. It should be a definite part of the program or lesson, to which and from which the rest of the program stems. Or it may be a further explanation, illustration, or interpretation of the lesson's main point.

The phonograph is one of the latest acquisitions by Christian education. Available now are dramatized records much like radio broadcasts with good scripts, actors, sound effects, and music. For instance, there is "All Aboard for Adventure," for nine to fourteen year olds. This is a story of the work of missionaries and other Christians in the South Pacific, presenting their "genuine heroic qualities."<sup>2</sup> Records are also available on the life of Christ, mission fields, race relationships, and the Bible. Some are for home model machines and may be loaned to the pupils. Others are transcription speed.

John W. Bachman recommends them, saying, "Records can also arouse emotions to genuine sympathy and understanding, since listeners can easily become vicarious participants."<sup>3</sup> He continues:

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1. Fon H. Scofield: "Visual Aids in Missionary Education," "Missions Visualized," Audio-Visual Aids, January-February-March, 1949, p. 4.
2. Cf. John W. Bachman: "Teaching With a Phonograph," International Journal of Religious Education, July-August 1946, pp. 6-8.
3. Ibid. p. 8.

"A record will not replace a teacher, nor even make his work easier. It should become a tool for more effective teaching, but that depends primarily on the teacher's preparation, on how the record is used, and on what happens afterward."<sup>1</sup>

c. Teaching the teacher

States Herman J. Sweet:

"Providing the books is only the first step. Coaching the teachers in the use of these aids is highly important. Whatever else is done in leadership training, one thing ought never to be neglected. That is the guidance of untrained teachers in the creative use of curriculum materials. For this task a reference library is essential."<sup>2</sup>

The young people or new teacher candidates who take a teacher training course should receive from the librarian instruction in the use of the library. This should include lessons in the system and how to find desired materials and also a survey of the materials themselves. When the teacher explains how to use these materials, the librarian should have some of them available for demonstration. The library may provide the actual texts for the courses, but whether or not this is so, a browsing table may be supplied with sources on the current topic. In one church a particular course required the reading of two texts. When the librarian supplied a browsing table, it was found that each student bought several and read at least three extra titles.<sup>3</sup>

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1. Ibid.
2. Sweet: op. cit., p. 14.
3. Cf. McIntire: op. cit., pp. 13,14.

A case such as this demonstrates the opportunity of the library to work in close conjunction with the local church or the denominational book store.

Because the library may be an addition to an already well established school, further consideration of teacher instruction should be given at the workers' conference. Many of these suggestions may carry back to the teacher training class if the school has an already fully trained operating staff.

In whichever of its various forms workers' conference may appear, the role of the librarian will be essentially the same. In the preview type, for example, the librarian may help her teachers by explaining and introducing the library and its services.

For the specific problem of the meeting, study and planning of the next quarter's work, the librarian has much to offer. She can call the attention of each unit group to what the library has to offer for both teachers and pupils. This may take the form of a single display, or she may take to each group the materials for its use.<sup>1</sup> The actual seeing and handling of these items will help impress upon the teachers' minds those which are available and interesting. The librarian may give each teacher a

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1. Cf. Mrs. Ralph L. Elliott: The Library Handbook for Church and Sunday School, p. 10.

mimeographed or typed sheet listing books and non-book materials available for her particular course.<sup>1</sup>

The librarian, in her enthusiasm should be mindful, however, of one thing.

"Too formidable a list may serve only to appall or aggravate the average leader. The reference should be nontechnical, interesting to read, and comparatively few in number."<sup>2</sup>

This service may also be presented at monthly departmental meetings or Sunday school teachers' and officers' meetings. A pre-season vacation Bible school institute will need this service, too, especially if it includes the training of new teachers.<sup>3</sup>

### 3. Young People

Some of the services of the library which have already been mentioned affect the young people of the church directly or indirectly. However, they have many needs which are in a large part peculiarly their own. They are the dating crowd, the vocation seekers, the students, the questioners, and the potential leaders.

Primarily, serving this group calls for understanding and alertness. From the students or their counselors many of the queries will eventually come to the librarian with a request for material to answer them.

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1. Cf. Althoff: op. cit., p. 133, and McIntire: op. cit., p. 13.
2. Paul H. Vieth: *The Church and Christian Education*, p. 158.
3. Cf. Freddie Henry: "How About an Institute for Vacation Bible School Leaders?" *International Journal of Religious Education*, March 1942, p. 12.

This is one of the times when her intelligence and consecration are very important.

Available to the librarian are Christian books on sex, and growing up, on Christian vocations,<sup>1</sup> on Christian apologetics and evidences, on Bible study, and on Christian leadership. Some of this will be book material, but because youth desired the latest, much of it must be sought in current magazines.

As for general reading, it has been mentioned before that particularly the less spiritual of this adolescent group may be wary of "religious" books; but the indifferent may be captured by a good story or biography revealing the same truths lived.<sup>2</sup>

These youths in their meetings, if once enthusiastic about their pursuits, will be in need of materials, and if given their choice, much of their study will explore questions that trouble them. These same sources, then, plus Bible helps for their Bible clubs will help meet their need.<sup>3</sup>

There is big demand from this age group for parties and other recreation. Materials that will provide dependable suggestions should be on the library shelves.<sup>4</sup>

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1. Cf. Althoff: op. cit., p. 134.
2. Ante., p. 64
3. Cf. Althoff: op. cit., p. 50.
4. Cf. *ibid.*, p. 54.

#### 4. Missions

The library can be of great value to a church which has an active missionary emphasis. This aid will be twofold: providing study books, movies, and slides, and museum curios for the mission courses; and appealing to young people as missionary volunteers. One library thus serves an eleven-year-old volunteer who desires more worth-while books than usual.<sup>1</sup>

Mather says: "A missions book is more than paper and printer's ink. It is amazing what part books have had in missions."<sup>2</sup>

Visual aids are of especial help to mission study. Fon H. Scofield Jr. divides them into two classes; first the background materials, "produced primarily to picture economics, cultural, social, political, and religious backgrounds...not concerned with the religious angle in any special way," which therefore are of special value in any presentation of the "rather full picture of the life upon which Christian missions must be projected."<sup>3</sup> The other type presents the religious viewpoint, or "devotional" as he terms it. These materials are usually prepared by denominational groups and present both the inspirational and

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1. Cf. Mrs. Andrew Q. Allen: "I Would Rather Be A Librarian," Church Library Bulletin, March 1948, p. 4.
2. Mather: The Way of Missionary Education, pp. 79-80, Mrs. Andrew Q. Allen, "I'd Rather Be a Librarian," Church Library Bulletin, February 1948, p. 3.
3. Scofield: op. cit., p. 4.

factual information.<sup>1</sup> According to their type, these aids have their specific uses.

## 5. Other Activities

### a. Governing body and special boards

The governing body of the church, or official boards such as trustees, deacons, Christian education, evangelism, can all use special studies concerning their duties. The governing body, trustees, and deacons may need further information on their activities, denominational history, doctrines and discipline. A new Christian education committee may seek full knowledge of its duties and privileges. The evangelism committee may be interested in the background of some of the missions and other agencies it aids or may need further studies in methods. In every case, whatever the activity, the spiritual growth of the individual is the objective.

### b. Parents or mothers' club and P.T.A.

When any type of parent group meets, the librarian may serve them in two ways. First, she may display or herself introduce books on various phases of their parental responsibility, and secondly she may offer books to take home for the children to read or to read to them.

. . . . .

1. Ibid.



"Parents do not have access to the new books for children as we do, and I find they are hungry to have the best for their children,"<sup>1</sup> says one librarian.

c. Choir, Director of music, and organizational music leaders

Records and music may be made available to choir groups who wish to study the great works of religious composers or to organizations for worship use. Also, the stories of hymns and great music can be effectively used to enrich singing.

At least one denomination is planning a system of graded music. In anticipation of this, a librarian says:

"For a church alert to the possibilities of a graded music program, the library can offer assistance to the leaders. The hymn stories will make the familiar songs fairly come to life."<sup>2</sup>

d. Family night

If family night is a regular event, the librarian may have the portable book shelf and display table available with suggestions for family reading and family devotions as well as samples of reading for each of the members of the family. Family or individual worship books may be available at the meeting of this group at the new year, when they may be issued for the entire year.

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1. McIntire: op. cit., p. 14.  
2. Allen: op. cit., p. 3.

The "circulating picture gallery"<sup>1</sup> may be featured on this evening. The family may cooperate in choosing the pictures they would like to borrow for their own home.

This idea is based upon B.B. Thresher's "Dayton Plan of a Circulation Gallery of Portable Pictures."<sup>2</sup>

"The plan provided for a collection of a number of original paintings, selected by a committee, and then made available to a list of persons in the city. A painting was chosen, taken home and hung for one month. At the end of the period, the picture could be purchased or returned to the Institute, and another picture borrowed."<sup>3</sup>

The plan is easily adapted to a church library. The pictures need not be originals and the whole congregation is free to borrow. This method of getting good Christian paintings into homes either temporarily or permanently may be of real value to the church purposes.

It may be educationally valuable to attach to the picture a bound pamphlet containing the title, painter, interpretation, and thought questions. The pictures should be catalogued with the necessary information.<sup>4</sup>

e. Extension service

One of the greatest services of the church library is its extension service. Through this it reaches

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1. Frank Grebe: "A Circulating Picture Gallery," International Journal of Religious Education, April 1943, p. 10.
2. Ibid., p. 10.
3. Ibid.
4. Ibid., pp. 10-12.

people who may be unable to attend services.

The home department is the channel for some of these services. Althoff suggests a "Readers and Story Telling Band"<sup>1</sup> which may read to adult shut-ins and the blind and tell stories to children shut-ins. This "Band" should be instructed in story telling and reading aloud.<sup>2</sup> The service may be expanded to reach old people and children in institutions and hospitals, also.<sup>3</sup> The books themselves may be taken to shut-ins able to do their own reading.

One home department visitor found that some of the Sunday employees were people who in the past had been regular church attendants at Sunday services. The church's influence had not followed them into their limiting occupations, however, and they had lost interest. Many of them gladly accepted appropriate quarterlies and devotional booklets "so that they might effect their own spiritual improvement at whatever hours they might have free."<sup>4</sup> To these offerings might be added books. The library which is open during the week may be visited by such individuals, or the enterprising librarian will learn their interest and send

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1. Cf. Althoff: op. cit. p. 131.
2. Cf. Ibid.
3. Cf. Ibid., p. 55.
4. Edith F. Tiller: "The New Home Department," International Journal of Religious Education, April 1944, p. 11.

appropriate volumes.

Local missions supported by the church may be benefited by branch libraries or temporary collections. These extensions would include mission churches, outlying Sunday schools, and outlying vacation Bible schools.<sup>1</sup>

During the summer, when children are free, a reading course or story hour may be instituted. The librarian may map out a summer course including a good balance of reading and occasional dips into things very new.<sup>2</sup>

Story hours, especially for the younger children, may be held on Sunday afternoon or early evening, or on weekday afternoons.<sup>3</sup> In each of these cases, the librarian may want to augment her resources with some good choices from the public library.

It can never be predicted what may come of an individual's reading. From the weekly taking home of Bible story books by one child, a Sunday afternoon Bible story group grew up in an outlying district of one town where no denominational Sunday school service existed. This may be the "germ of a new outpost."<sup>4</sup>

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1. Cf. Mrs. J.W. Check: "You Can Read, Can't You?" *Sunday School Builder*, November 1941, p. 6.
2. Cf. Althoff: *op. cit.*, pp. 134, 135.
3. Cf. *Ibid.*, p. 132.
4. William B. Ward: "One Church's Adventure with Books and Records," *Presbyterian Survey*, June 1947, p. 277.

D. Summary

In this chapter, suggestions have been made for integrating the established library into the whole-church activity. It has been shown that the library has a real place of service to both individuals and organizations when they are made acquainted with the resources available. Particular attention has been given to general methods of promotion, to the pastoral and teaching ministries with their many facets, and extension service, and special group needs.

## SUMMARY AND CONCLUSIONS

It has been purposed in this thesis to discover the needs of the congregation which a church library can meet, the technical establishment of that library, and the integration of it into the whole-church Christian education activities in order to assure its meeting those needs.

The first chapter set forth the reading habits of the congregation, with attention to reading interests on different age levels of children and the variety of interests of adults. The church library was considered as a means of filling some of these needs with literature of a Christian nature. Also, the leaders and general membership were considered in the light of their needs specific to church activity, and the provisions the library should offer to them were treated.

Chapter two was a survey of methods of establishing and organizing for greatest efficiency. Considered were personnel, finances, publicity, materials, and technical processes. Because many of the details of these problems are well organized and recorded elsewhere, these sources were often referred to in preference to restating the facts.

In chapter three, current Christian education literature was surveyed to discover methods of integrating a library into the whole-church Christian education

program. This presentation of suggestions included integration in general, the preaching and teaching ministries, the extension ministry, and services to other activities and interests.

It is concluded, then, that the library is a significant service unit of the local church, able to meet existing needs in the church by an efficient organization which is well integrated into the whole-church Christian education effort.

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APPENDIX B

DENOMINATIONAL PUBLISHING HOUSES

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FRIENDSHIP PRESS (Missionary Education Movement) 156 Fifth  
Avenue, New York 10 New York

GOSPEL LIGHT PRESS, 1443 N. Vine Street, Hollywood 28,  
California

HARPER AND BROTHERS (Religion Department) 49 E. 33rd  
Street, New York, 16, New York

A. J. HOLMAN COMPANY, (Bibles) 1222-26 Arch Street,  
Philadelphia, Pennsylvania

INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION, 203 N.  
Wabash Avenue, Chicago 1, Illinois

MOODY PRESS, 10 Institute Place, Chicago, Illinois

THOMAS NELSON AND SONS (Bibles) 385 Madison Avenue, New  
York 3, New York

RELIGIOUS PUBLISHERS GROUP, 62 W. 47th Street, New York  
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FLEMING H. REVELL COMPANY, 158 Fifth Avenue, New York 10,  
New York

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New York (Religion Department)

THE SCRIPTURE PRESS, 800 N. Clark Street, Chicago,  
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New York

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York 3, New York