

BULLETIN

of the

Association of British Theological

and Philosophical Libraries



Volume 19, Number 2
June 2012



BULLETIN 2012

The *Bulletin* is published by the Association of British Theological and Philosophical Libraries as a forum for professional exchange and development in the fields of theological and philosophical librarianship. ABTAPL was founded in 1956 to bring together librarians working with or interested in theological and philosophical literature in Great Britain. It is a member of BETH (European Theological Libraries). The *Bulletin* is published three times a year (March, June and November) and now has a circulation of approximately 250 copies, with about one third of that number going to libraries in Europe, North America, and the Commonwealth. The *Bulletin* is indexed in LISA (Library & Information Science Abstracts). ISSN 0305-781X

- Subscriptions: Institutions £30.00 / US\$60.00 / €50.00 per annum
 Personal members £15.00 / US\$25.00 / €32.00 per annum (not posted to library addresses)
 Unwaged personal members £6.00 (not posted to library addresses)
 Payments to the Honorary Treasurer (address below)
- Back Numbers: £2.00 / US\$4 each (November 1989 special issue: £3.00 / US\$5.50).
- Indexes: 1974-1981 £1 / US\$2; 1981-1996 £6 / US\$11 Please contact the Honorary Editor
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The front cover shows the statues titled *Theology directing the labours of
Science and Art*, by John Cassidy (1860-1939) at John Rylands Library,
Manchester

NOTICE OF MEETINGS

41st General Assembly of BETH **8-12 September 2012** **Stranmillis College, Belfast, Northern Ireland**

The theme for this 41st General Assembly is *Religion in Conflict*, featuring an historic look at the 'Troubles' in Northern Ireland and the resolution. In addition to some valuable presentations on archiving techniques, we shall have some open forum discussion on various problems that are common to all theological librarians. The Assembly will include visits to the Records Office (a beautiful new state-of-the-art facility), the Linen Hall Library (www.linenhall.com), and the St. Patrick's Centre (www.saintpatrickcentre.com).

The cost for the assembly is 425 Euros and can be paid by bank transfer on arrangement with the treasurer of BETH, Veronique Verspeurt (veronique.verspeurt@theo.kuleuven.be). To book accommodation at Stranmillis please go to www.strn.ac.uk.

ABTAPL AUTUMN MEETING **6 November 2012, 2pm** **St Paul's Cathedral, London**

ABTAPL SPRING MEETING & AGM **11-13 April 2013** **Glasgow**

(Further details will be available in due course)

FAST-TRACK TO EMERGENCY PLANNING

By Emma Dadson

This paper is a summary of a training session held at the 2012 ABTAPL Conference.

Why do you need an emergency plan?

When paper-based collections are at risk from water-damage, there is a window of opportunity where damage can be minimised. Effective incident control and containment can nip emerging issues in the bud: if the leak is found, the stop cock isolated and collections protected with polythene quickly, then you may avoid substantial additional damage where increasing numbers of items become wet. An organised response can then prevent secondary damage from occurring: wet paper is at risk of becoming mould, sticking together, and bindings at risk from swelling and distortion. As this problem exacerbates over time, usually mostly after 48-72 hours, if prompt and decisive recovery action can be taken at an early stage, such damage will be avoided.



Libraries and archives need emergency plans because their collections are valuable, difficult to replace, indeed sometimes impossible and damage

would hinder on-going services to users. Whilst obviously there is the hope that the plan will never be required, if the worst should happen, a plan should help ensure that library staff can operate as well as possible in a bad situation.

It is sometimes feared that the process of emergency planning is very time-consuming and difficult and as a result it constantly gets put off, never quite emerging to the top of the to do list. A 2005 survey of libraries, archives and museums found that 30% had suffered a ‘disaster’ in the previous five years. There is a genuine risk of damage and if libraries are not well prepared, then the damage will escalate, raising the costs, timescales and complexities of restoration needlessly, and worsening the impact on staff and users as a result.



A very good place to start if you have no plan at all is to look at templates which are available on the internet, but beware that some are better than others. Harwell has produced two templates, designed to assist libraries get the planning process fast-tracked www.hdrs.co.uk/templateplan. There are two versions – one targets libraries embedded in larger institutions (educational establishments, councils etc) where facilities issues will be provided for them. The longer version is for independent institutions where the library will be directly responsible for sorting out the buildings issues as well as the collection damage.

How to start – your emergency team

If you consider the impact of a flood or fire, the activities that will be required are fairly predictable: dealing with damaged stock; protecting unaffected stock from the environment; isolating the problem and dealing with building electrics and plumbing; communicating with users and staff about the incident to keep them in the picture; managing health and safety, as well as security; possibly dealing with the press.

An emergency plan should detail how the various tasks should be split up in a disaster. Who would take responsibility for hiring in dehumidifiers? Who would take responsibility for risk assessments to make sure that it is safe and appropriate for library staff to be in the affected room? What about updating your website to provide an update for users? Do you have deposited collections, requiring pro-active contact with the owners in the event of damage.

As the template indicates, responsibilities should be split up, broadly around the areas of incident co-ordination, salvage of collections, building recovery, and service continuity. In a small institution, often library staff can focus on just the salvage of stock and service continuity, with building issues catered for by facilities, and liaising with insurers and financial issues managed by the institutions senior managers. It is important that where there is a reliance on other departments, that they understand why a quick reaction to an incident involving library stock is essential and that the library is fully integrated into their plans.

The emergency team members should be given clear guidance on their responsibilities, immediate actions to be taken, actions to be taken as the incident develops, and final actions. For example, the template gives the role ‘Building Recovery Manager’ the following responsibilities.

- Render the building accessible and safe to salvage and work in
- Containment of the building after the incident (or sourcing the suppliers to facilitate this)
- Environmental control of the affected area after the fire / flood
- Site security and control
- Distribution of PPE and conducting risk assessments and staff welfare
- Sourcing space suitable for the recovery effort and logistical support

It then sets out actions that must be taken immediately, including

- Determining any structural risk to the building with the appropriate professionals (Appendix E)
- Conduct a building check to ensure that all areas of damage are identified and reported.
- Arrange for standing water to be removed from building
- Risk assessment of salvage operation and rendering building safe and accessible for salvage

Then actions to take as the salvage operation progresses, including

- Install dehumidifiers / air movers in the affected area to ensure environmental conditions are stabilised and returned to pre-incident levels.
- To ensure catering is provided for the staff rest area
- Provide logistical support to the salvage operation, including assistance with moving items from the salvage site to the assessment area.

After the salvage operation is completed

- Arrange for the sanitisation of the affected area if necessary
- Continue to monitor levels of humidity and temperature in the affected area. If environmental conditions fail to return to normal, appoint a specialist contractor
- Re-evaluate the risk assessment of the building to establish risks of occurrence of this problem in other areas

Even if you use the shorter template, compare the actions listed on these pages to ensure that someone within your organisation can take responsibility for all of the areas outlined, and if there are any gaps, identify a suitable contractor to provide the required service. The responsibilities outlined are allocated to certain individual roles in the template, but can be transferred to other personnel if more appropriate to your organisation. The crucial thing is to make sure that someone is responsible the action.

Within your team, identify suitable individuals who would cope well in a high-pressure situation, and involve them with the drafting of your emergency procedures, so that they are fully-familiarised with them.

How to respond to incidents effectively

Having identified your team, you need then to draft procedures to respond to incidents as efficiently and quickly as possible. Procedures to document will include fire (which you will already have) plus escapes of water, and storm warnings. When incidents such as escapes of water occur the priorities should be

- Notify emergency team of the problem and get plan
- Evacuate users if possible, and restrict access
- Isolate electricity to affected area
- Identify leak source
- Contain leak source (e.g. turn off stop cock)
- Check all storage areas at risk of damage
- Assemble disaster kit and extra pairs of hands
- Risk assess damage area for safety of the salvage operation
- Protect unaffected at risk collections with polythene or divert leak
- Protect affected collections if further seepage occurs
- Mop up water
- Photograph the scene

At this stage you would then move onto the invocation of your plan and the emergency roles fulfilling their duties as outlined above. Any delays here can have a serious impact on the escalation of damage in terms of quantity of items affected and the level of water penetration so it is well worth ensuring the response will be quick.

It is also important to ensure that response works well out of hours. Talk to those responsible for alarms for the building so that any major incident which impacts on the library is reported to you without delay, even if it is out of hours. Sometimes there can be a reluctance to bother staff at weekends, but if a leak is affecting collections, most library staff would rather know than come into a scene of water-damage and incipient mould-growth on a Monday morning which could have been avoided.

Additional information

To provide additional support to the plan, it is crucial to append supporting information which may be required in an emergency. This can be found quickly usually via the internet but it makes sense to have it in the emergency plan for ease and speed of reference.

The template plan outlines these and provides structure and content for you to follow. Some are self-explanatory, others are more complex and an explanation is provided.

A. Personal Contact lists

Here it is important to list members of your emergency team so that they can be contacted to come and assist in the event of a major incident. It is always best to ask members of staff if they are happy to be included, and remember if you are including personal contact details then the circulation of this document will need to be tightly controlled for data protection reasons. Given the conditions of some salvage operation (e.g. mould), those with some medical conditions such as asthma, suppressed immune systems, pregnant women and respiratory conditions should not work in the area immediately affected.

B. Priority Lists

It makes a great deal of sense to have a clear strategy in place as to which are your most highly prioritised collections so that in the event of an emergency these can be quickly located and salvaged first. This may be determined on the basis of value, the importance to the collection, rarity, how heavily used the items are, and how rapidly they are likely to deteriorate after damage (leather bindings, coated papers). These should be listed. It is not essential to prioritise everything, but know what your top 10% items are and where these are located.

C. Floor Plans

For the benefit of the fire brigade and external contractors, it is useful to have floor plans as this helps to plan salvage. Wider building plans should also be consulted and library staff should be aware of the locations of stop-valves and distribution boards that could affect their rooms.

D. Emergency Equipment

It is always helpful for libraries to hold in stock materials to help them contain incidents and minimise damage. The most essential items to have are polythene sheeting, scissors/Stanley knife, gaffer tape, pre-printed safety signage, gloves, FFP3 masks, aprons blotting paper and crates. A more extensive list is available in the templates although the items listed above

are most widely used in real emergencies. You can buy more advanced equipment (e.g. protective coverall suits, safety helmets) although arguably in a situation sufficiently serious to warrant such personal protective equipment, it would be more appropriate to outsource the salvage operation to a supplier.

E. External Suppliers and Utilities

List here suppliers for all the services you imagine you could possibly need in an emergency, together with 24 hour contact numbers if possible, and detail whether they can deliver to you. Provide some local contractors, but also national suppliers in case of a major local emergency (e.g. a fluvial flood) which overwhelms local resources.

The most important contractors from a library's perspective are

- Hire shops (e.g. HSS, Brandon Tool Hire)
- Crate hire (e.g. Teacrate)
- Disaster recovery for collections (e.g. Harwell, www.conservationregister.co.uk)
- Disaster recovery for the building (e.g. Polygon, ISS)
- Temporary storage

Accounts should be set up with contractors for these critical services. Set out in your plan the system for authorising expenditure in an emergency: if an incident occurs at 5.31pm on a Friday, you will need to order in equipment before 9.01am on Monday. State clearly the authorised levels to which monies can be spent in an emergency so that those implementing the plan can make decisions with confidence

F. Salvage and Treatment Guidelines Per Object

Clearly state the handling, packing and treatment guidance for all items you have within the collection – books, large format, leather bindings, AV collections. Sample information is available in the template. You may wish to make a distinction between what you would do in a small scale incident, where dealing with the damage yourself may be possible, and what you would do in a major incident, where inevitably freezing wet book stock will be essential.

G. Health and Safety, Risk Assessment Form

To ensure that you are prompted to conduct a risk assessment in an emergency situation and keep staff safe.

H. Prepared Press Statement

I. Damage Record Form

So you can track where materials are moving to.

J. Incident Log Form

So that you are encouraged to keep a record of decision-making which can be very beneficial when it comes to an insurance claim.

K. Accommodation For Salvage Operation

Potential sites where you may be able to decant damaged stock in an emergency, both within your building and externally. Could you set up an arrangement with a local school, or church, for the loan of space in an emergency? If so how would you contact their keyholders over the weekend. Also consider possible sites for freezer storage if you do not have a retainer contract with a disaster recovery specialist.

L. Instructions for turning off mains utility supplies

Even if you will not be doing this yourself, it makes the containment process quicker if there are laminated instructions with photographs showing how to turn off the gas / water / electricity as it takes away the element of doubt. In this section you may also wish to include instructions for rebooting library systems and alarms, accessing your website remotely and diverting your telephone lines.

M. Insurance Cover Details and Emergency Contacts

N. Contacts Directory

Here you can list those who are not suppliers, nor staff but are people who you would need to contact in an emergency. This may include depositors, former members of staff and colleagues from other institutions who may be happy to help and stakeholders in general.

Making this work in practice

Having written your plan as a first draft, seek comment and scrutiny on its content. This nit-picking process is essential to ensure all gremlins are excised now rather than coming to light in the midst of a real emergency. Try to make sure information is presented in as user-friendly format as possible.

Ensure staff are trained in how to use the plan too, holding mock disasters and getting discarded stock wet to practice salvage techniques. Ensure that you invite colleagues from your institution's management and facilities sections to these events so that they too can see how your plan works. Plans should be located strategically – at your reception desk, at home with key members of staff, and it may even be an advantage to produce abridged credit-card sized versions of the plan with key telephone numbers included so that if you are notified of an emergency whilst you're in the middle of the supermarket, you can start the communications rolling.

Finally keep the plan under review. Telephone numbers change rapidly, staff move on, and your plan needs to stay fresh. Have a version control system in place and date the plans so everyone is working to the same system. Although having an effective plan in place does not make emergency response easy, it makes it substantially easier than if you are having to source all the solutions on the day, having never considered the issues before.

If you have any questions about these issues, do contact me at emma.dadson@hdrs.co.uk.

*Emma Dadson,
Divisional Manager, Harwell Document Restoration Services*

Harwell is offering all ABTAPL members a 50% discount on their emergency response scheme, the Priority User Service, which provides crate hire, freezer storage, disaster packing and discounted restoration for libraries and archives after fire and flood. Further information can be viewed here www.hdrs.co.uk/benefits. Discounts would make the first year of Priority User emergency response cover just £97.50 + VAT, and you can upgrade to Priority User Plus if you are an existing member for a total annual premium of £245 + VAT in the first year. This offer will be valid until July 31st 2012. To join, please email emma.dadson@hdrs.co.uk quoting ABTAPL and you'll be registered.

CANAPÉS WITH PRINCE EDWARD- AN EVERYDAY STORY OF MANCHESTER JEWISH MUSEUM

By Jeremy Michelson

On Monday February 15th 2010 I and the late Stuart Hilton, the Director of Manchester Jewish Museum, were at Windsor Castle to receive an award, the Sandford Award for Heritage Education awarded by the Heritage Education Trust. This is a kite mark award (bringing with it no money alas) that 60 organisations involved in heritage Education had been awarded having undergone a process of rigorous inspection. Windsor castle is magnificent and it was a privilege to be asked to speak with Prince Edward, who had previously given out the certificates to all of us. Nevertheless the real significance of receiving the Sandford Award was the recognition of the work that the Museum staff and volunteers have been doing within and without the Jewish community of Manchester.

Indeed, in the previous year the Museum had received two other awards: The North West Multi-Faith Tourism Association has given the Museum its Marque of Excellence for its work of presenting Judaism to peoples of all faiths and beliefs. We have also received the Government sponsored kite mark Learning outside the Classroom Award. These awards highlight the work that the Museum has done over the years projecting Judaism and Jewish History to the non-Jewish world. What is less well known is our attempts to provide Jewish knowledge within the Jewish community in a non judgemental way. Manchester Jewry is divided and fractured with different groups developing an ignorance and an intolerance towards each other. Manchester Jewish Museum is one of the few venues where all Jews can feel at home and learn together.

In 2009 we celebrated our 25th anniversary of the opening of the Museum. With money from the Clore Sparks foundation we put on three events specifically aimed at Manchester Jewry; a talk about the Samaritan tribe, a whisky tasting evening and a Cantorial concert that was held at a local synagogue. All were successful and emphasised that the Museum exists for the whole community.

At the same time our interfaith work has continued. Recently I went in for Speed Dating; Speed Faith Dating that is, in Bury Town hall. All the major faith representatives sat at different tables and gave a five minute presentation about their faith to children that moved from table to table. Each group of children then asked questions for about ten minutes before moving on to the next table. It was very rewarding, and very exhausting!

We have also worked with Manchester Cathedral and several local mosques on joint programmes. One is called “A Shared Story”- Sacred books and Sacred Spaces, this is a joint programme with the Cathedral where school groups visit the Cathedral and the Museum on a compare and contrast exercise.

Why are we in a position to play such a prominent role in Museum education? This is because we are a unique institution, unlike any museum in the country. Manchester Jewish Museum is a Social History Museum. It collects, conserves, documents, exhibits and interprets the history of the Jewish community of Manchester and its surrounding regions. It is a Registered Charity, and an independent institution, holding provisional Registered Status with the Museums and Galleries Commission. It is housed in the former Synagogue built for Manchester’s Congregation of Spanish & Portuguese Jews, which opened in 1874. The Museum is housed in the former Spanish and Portuguese synagogue, which is itself a beautiful example of Victorian synagogue architecture. Therefore the ambience of a synagogue is present, without the restrictions of a religious building.



The ground floor largely consists of the restored synagogue. The original pews are still in place and this is where the men would have sat. Inside the Ark there are still a number of Torah scrolls which add to the authenticity of the scene. Articles of prayer have been placed on a handling table for visitors to inspect and school children love to try them on. Cards with appropriate information have been placed strategically to provide

information on the synagogue and the articles of prayer. A guide is always available to answer questions and give a brief introduction to the building. In the back room, the former succah, (tabernacle) of the synagogue, houses our temporary exhibitions. The former ladies' gallery now consists of our permanent exhibition on the history of Manchester Jewry. This building, now fully restored to its original condition, is the oldest purpose-built synagogue remaining in the city, and now enjoys Grade II* Listed Status. However, our main purpose is to illustrate Jewish life, religion and culture through the vehicle of Manchester's Jewish history which I now present in outline.

The history of Manchester Jewry can be summed up as occurring in a number of phases, each one having a definite impact on Jewish religious, political, cultural and social life.

1. Settlement 1740-1815

In the eighteenth century Jewish people began to leave the safety of London and settled in provincial towns, seeking adventure and livelihood. Itinerant hawkers began trading in and around Manchester. In about 1788 approximately twenty families settled in the centre of town in Long Millgate and Withey Grove. They set up small shops selling what they used to peddle. They acquired a cemetery in 1794 and in 1796 they rented their first building, which acted as a synagogue in Withey Grove, and in 1806 it moved to Long Millgate. By 1815 there were about 150 Jews living in Manchester.

2. Consolidation and Respectability 1815-1875

The community gradually grew in numbers so that by 1835 there were about 350 people in the community. By that date the community was beginning to divide into:

- Those shopkeepers and professional men who had prospered. They were moving into Broughton and Cheetham.
- A growing number of semi-skilled workers who were arriving from Eastern Europe. They were living in the slums of Red Bank.

By 1840 an increasing number of people were arriving from Eastern Europe to escape the twin evils of poverty and persecution. The elite of the community were leading towards respectability and political emancipation, with their first city councillor in 1851. In 1858 two new major synagogues were completed, the Great Synagogue and Manchester Reform Synagogue. This was a sign that the community had achieved a place in Manchester society. As immigration from Eastern Europe increased so the anglicised

elite began to feel pressurised. By 1875 the Jewish population had risen to about 5,000.

3. The Age Of Immigration 1875-1914

The Jewish population of Manchester increased to about 35,000 by 1914. Conditions in Tsarist Russia impelled about 120,000 Jews to migrate to Britain, many of them coming to Manchester, living in a solid block in Red Bank, Cheetham Hill, Strangeways and prosperous Hightown. They found employment in cap making and the garment industry in sweated conditions. The newcomers created their own religious institutions. They opened small synagogues as the established ones were seen as too expensive and too anglicised. The more prosperous of the immigrants created the Beth Din (Religious Court) in 1902 and Manchester Yeshiva in 1911. The anglicised elite created institutions to aid the assimilation of the newcomers, e.g. The Jewish Lads Brigade in 1899. The Jews school in Derby Street (which had been founded in 1842) was also used to break the Yiddish culture, which by 1914 was in decline. The newcomers brought with them political attachments; Socialism, Anarchism and Zionism.

4. The War years 1914-1945

The outbreak of war in 1914 put an end to large-scale immigration, which only resumed to a lesser extent in the 1930s to help those trying to escape Nazi rule in Germany. The new generation, growing up in Manchester, were seeking new pastures in Higher Broughton and Prestwich. Red Bank had been cleared and synagogues like Holy Law were migrating from there to Prestwich in 1935. Communities were developing in Withington and Didsbury.

5. The Post-War Years 1945-2001

The years since 1945 have witnessed a number of developments in Manchester Jewry:

- The community has spread out Geographically to Whitefield and Bury and to Cheadle, Hale and Bowdon in the south.
- The population has stabilised around 30,000.
- Religiously the community has polarised. Some are becoming more religious as others are becoming less so.
- The community has become professionalised and is overwhelmingly middle class in occupation and aspiration.

Jeremy Michelson
Learning Officer, Manchester Jewish Museum

THE ALDINE COLLECTION AT THE JOHN RYLANDS LIBRARY MANCHESTER

By Julianne Simpson

The John Rylands Library Manchester holds one of the largest collections of Aldine editions in the world. There are 127 editions known to have been printed by Aldus Manutius from 1495 to 1515, of which the library is missing only seven very rare and minor items. There is also a virtually complete collection of all the publications of the Aldine Press from 1515 to 1598. The core of this collection comes from George John 2nd Earl Spencer (1758-1834), who amassed a huge private collection of early printed books which was then purchased by Mrs Rylands from the 5th Earl in 1892. More books were added when the John Rylands Library merged with the University of Manchester Library in 1972. Professor Richard Copley Christie had presented his collection to the University in 1901. It includes an unrivalled set of virtually all the Greek texts published in the 15th and 16th centuries, together with a very substantial collection of Aldines. Christie also acquired over 50 counterfeit Aldines printed at Lyon between 1502 and 1527, some of which are rarer than genuine editions.

The library started a project in July 2010 to reorganise, rehouse and recatalogue the collection. This has included moving copies previously dispersed elsewhere in the collections, bringing the total to about 2,000 volumes which represent about 1,200 editions. The collection has been boxed and minor repairs completed where necessary. By the end of May 2012 around 1,450 volumes will have detailed descriptions on the library catalogue, following internationally recognised standards for rare books cataloguing, including information on editors, translators, inscriptions, annotations, previous owners, bindings and reference to the standard bibliographies (Renouard and Ahmanson-Murphy).

Highlights

- There are a substantial number of copies printed on vellum. These are almost all ornately illuminated and form valuable source material for the study of Italian book decoration.
- A significant number of books have evidence of previous ownership, including a number from the library of Jean Grolier, as well as books owned by Francis II, Henri II, Cardinal Antoine Granvelle, Pietro Bembo and Agostino Barbarigo. There are also

copies owned by later scholars including Richard Brunck and Antoine Augustin Renouard.

- Nineteen Aldine editions and variants of Baldassare Castiglione's *Il Libro del Cortegiano* (The Book of Courtesy) printed between 1528 and 1553
- More than 150 counterfeit Aldines, mainly printed at Lyon.
- An important group of documents printed by Paulus Manutius for the Accademia Veneziana.



THEOLOGICAL COLLECTION AT CHETHAM'S LIBRARY

By Michael Powell

Chetham's Library in Manchester is not particularly well known for its collection of theology. Although the entire collections of the Library, including the theological books, have been designated by the MLA (now Arts Council) as of outstanding significance, the Library is known far more for its holdings of early science or for its collection of British and regional history than for its religious and philosophical works. Chetham's was created as a secular foundation, a public library for the use of scholars, that was not affiliated to any religious institution. It is, after all, the Library that was famously used by Karl Marx. In the last year or so, visits to the Library of individuals such as the Archbishop of Canterbury, as well as seminars linked to the anniversaries of the King James Bible and 1662 Book of Common Prayer, have forced library staff to reexamine and to reevaluate the theological books. By selecting materials for display we have been made aware of the quality and sheer size of our holdings of religious books and manuscripts and have been reminded that we are not simply the Library used by Marx but also the Library used by John Wesley.

The origins of the theological collections go back to the Library's creation. Under the terms of the will of Humphrey Chetham (1580-1653), a Manchester merchant and landowner, one thousand pounds was to be spent on books to create a public library in Manchester for scholars. No instructions were given as to the choice of books except that they should be of good quality. Theology was in effect the Library's core subject from the foundation of the Library in the 1650s for the next two hundred years. In the 1850s, following the creation of the rate-supported public libraries, the Library's acquisition policy was narrowed from the full range of human knowledge to British history and topography. After that Chetham's only acquired religious books if they were of local interest or if they were given or bequeathed.

Of the 60,000 or so volumes which predate 1850, theology is the single largest subject, followed by history, science, literature and law. This is not surprising in that the main users of the library were clergymen and most of the early librarians and governors responsible for buying books were ordained. But this doesn't entirely explain the nature of the collection. Now, thanks to an AHRC collaborative doctoral project¹, work has been done on the Library's earliest books, those which were bought before 1700. As a

¹ Matthew Yeo, *The Acquisition of Books by Chetham's Library, 1655-1700* (Leiden: Brill, 2011)

result we can now see not simply what the Library acquired but why, when and how individual titles were added to the stock. Through an analysis of the correspondence between booksellers and the library, the acquisition registers and early catalogues, we are able to say something about how a library and how a collection of theology was put together.

What emerges from this study is that the collection demonstrates a concern for tolerance, inclusivity and comprehensiveness that is unusual for the seventeenth century. Catholic works were chosen not simply to highlight the truth of Protestant apologetics but because they were seen as having intrinsic worth - the twelve volume *Annales Ecclesiastici* of the Vatican Librarian Cardinal Baronius or the twenty-two volumes of the Spanish Jesuit Francisco Suarez (purchased at a cost of £9 in 1660) were to be regarded as of equal value to militant Protestant works as the Lutheran *Magdeburg Centuries* or the vast outpourings of Genevan scholarship. The list of the first books acquired by the Library in August 1655 begins with sound orthodoxy - Augustine, Aquinas and Aristotle, but then proceeds to include the works of no less than six Jesuits - Molina, Lessius, Lapidus, Azor, Barradius and Berchorius.

This emphasis on inclusivity, of thoroughness, can be seen in virtually every part of the theology collections especially in the field of languages and the study of the Bible. The need to return to earliest sources as a means of identifying the origins of the Church resulted in the Library purchasing large quantities of Hebrew and Greek testaments, and the lexicons, dictionaries and concordances necessary to understand them. Hebrew liturgical books, such as Maimonides' *Mishnah Torah* (3 vol. Venice, 1550), which is full of the markings of the Venetian censors, a ten volume Talmud of 1604, and a six volume Mishnah of 1698-1703, were all acquired at a time when Manchester had no Jewish community. These were books that were seen as essential to a library of good quality. Liturgics include an important collection of Greek Orthodox service books printed in Venice in the late sixteenth and early seventeenth centuries, which was acquired in 1674, some years before Greek Orthodox material became a source of evidence for the non-jurors; Roman Catholic missals, antiphonals and graduals produced by the Plantin Moretus press; and over seventy examples of the Book of Common Prayer including very rare examples of the 1549 and 1552 editions.

The Library's independence from the institution of the Church, coupled with its large income, enabled the Library's governors to build up a very large and theologically diverse collection. Later on the Library would

acquire some outstanding theological works, including some splendid illuminated manuscripts, important diaries and journals, plus a wealth of pamphlets and tracts. But it is the very earliest acquisitions that are perhaps of the greatest interest because we can see how these books fit together and why and when they were selected to be added to the stock. Between 1655 and 1700 the Library acquired about 3,056 titles of which half fell into the category of theology. A century later, when the first catalogue came out, theology now accounted for less than one in three books (29%), a secularisation process that has continued to the present day.

LIBRARY ADVOCACY

By Carol Reekie

Library advocacy has not always been a priority for me. Marketing the library was something that I tried to squeeze in as time allowed. I never fully appreciate its importance until last year when the need arose. So in order help you to stay ahead of the game, I would like to offer some practical advice that you might like to consider. Before I do that, however, let us consider two questions:

Firstly, what is advocacy? The Oxford English Dictionary states that it is “an act of pleading or advocating” on someone’s behalf, whilst Wiktionary suggests that it is “the practice of supporting someone to make their voice heard”. In practical terms library advocacy means marketing, promotion, raising awareness and networking; something many of us do not have very much time to do.

Secondly, why is it important? Although most people understand the concept of a library, few are fully aware of the Librarian’s role or of all the services that the library can provide to the community. Alas, the stereotypical view of the Librarian and library service is not uncommon. In order to dispel the myth you may need to take a long, hard look at your library and the services it offers.

Where to start?

External advice and support can be obtained from the Chartered Institute of Library and Information Professionals (CILIP), if you are a member. They are happy to talk through problems with you and will send you a number of leaflets. These can be quite useful should you, for example, need to justify your post or the service as a whole.

Other forms of support can be found from amongst your own networks and support groups. For example, ABTAPL Librarians are generally happy to help and advise, so do not be afraid to ask. Make use of the discussion list or email individual librarians.

What can you do?

It can be very helpful to undertake a SWOT analysis (Strength, Weaknesses, Opportunities and Threats). This will help you to focus on the service as a whole rather than seeing things in isolation.

Consider the following:

Strengths: What do you do well? Remind people of past achievements.

Weaknesses: What, could you do better? Be objective and honest. Ask users for their opinions.

Opportunities: Identify opportunities and consider new directions. What can be realistically achieved?

Threats: Apart from the threat of someone else doing your job and budget cuts, what else is there? What are the constraints?

You might come to some interesting and unexpected conclusions. Don't just do it once, it should be a continual process. The end of the academic year is often a good time to assess the service's performance.

A few tips

Communication is a vital aspect of advocacy. Talk to your users, the college staff and join library groups to increase your network. Remember, all library staff can be advocates. Take part in as many institutional activities as possible. Tea and coffee breaks provide excellent networking opportunities. Sometimes, small things such as ensuring that your photograph is on the college website, really helps to raise the library's profile.

Demonstrate the value of the library to the community. Reminding people of all your achievements is important as the collective memory is often lost. It is also important to emphasise the professional nature of your post. You may be the only Librarian, so your role may not be fully understood by non-specialists. It can also be useful to emphasise your networks, particularly if this will provide some savings for the institution. Having a 'can do' attitude will be appreciated by the academic staff and students and may win you lots of support as well as advocates.

Speak out and reinforce the positives. As a profession we have often been reluctant to speak out, preferring instead to beaver away in the background. Those days are long gone, it is important to be visible and to make your voice heard when speaking up for the library service.

In conclusion, I would urge you to ensure that marketing and library promotion are given a high priority and to do this now. Don't wait until you have to defend the service from a position of weakness. Remember, adding another computer will not improve the service; it's the Librarian that makes the difference!

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<http://en.wiktionary.org/wiki/advocacy>

Carol Reekie,

Federation Librarian, Cambridge Theological Federation

E-READERS - THE OAK HILL EXPERIENCE

By Wendy Bell

(From a presentation given out at the 2012 ABTAPL Spring Meeting)

All our e-books are catalogued on Heritage. The medium is e-book. The Sony and Kindle e-books have either Sony or Kindle as classmark. I don't accession them. The e-book readers are also catalogued with medium as object and have barcodes on them so they can be issued. I have a cable for each device.

(i) The Kindle e-reader

Kindle £89. Kindle Touch £109. Kindle 3G keyboard £149. Kindle Touch 3G £169.

According to the advertising blurb for the new Kindle Touch, it is light and compact and has advanced e-ink like real paper with no glare. Download in 60 secs. 3G has no wi-fi set up – uses the same wireless technology as a mobile phone available in 100 countries. Up to 3,000 books - stored in a cloud. Choice of 1 million books, magazines and newspapers. They regularly check prices to make sure they are the cheapest of any e-book store in the UK. You can read reviews and get sample chapters free of charge. 8 font sizes and 3 styles. You can e-mail PDFs to Kindle and annotate; also text to speech

I actually have 6 Kindles in the Library (three 3G keyboard and three keyboardless - no Touch) and have established the legality of lending them out. There is a trial in the US of lending e-books between Kindles (it is removed from your device whilst someone else is reading it) but no promise that it will come to the UK. There is no education licence in place and no plans for one.

Advantages - easy to buy books. I buy a lot of hardcopy books from Amazon and it flags up Kindle books, which are usually cheaper. They arrive within five minutes of the order. (A warning about Amazon Prime - I trialled this and everyone was very pleased with the results so I paid the £49 - which they don't warn you about, just take it from your account when the month is up - but when the actual system was in place books were being delivered at all hours of the day and night and required a signature. So if there was no-one on reception the books were taken away again and delivery was attempted again the next day. In some instances it was taking a week for a book to be successfully delivered. I rang and complained and got

a full refund of the £49, but it was a huge nuisance. In one case the Amazon website tracking said a parcel had been delivered and signed for at 22.00 on a Saturday. I couldn't find out who had signed so I spoke to Amazon who sent a replacement, but then the original was redelivered three days later and I had to return one.) Some books come out for the Kindle before they are published in hardcopy - one OT set book was published for the Kindle 2 months before the print, and the print came out after the essay was due, so the Kindles were really popular for a month with all six being on loan. I have one Kindle dedicated to a group of part-time students who share accommodation in Oxford so they have access to set books on the days they are not in College. Easier than carrying bulky books around. Easy to take notes. Possible to download to iPad, iPhone, PC or Mac using an app available from the Amazon website, as long as they are all registered to the same person up to a maximum of (usually) six.

Disadvantages - not so easy to download the notes. Possible to view them on the Kindle, or using the Kindle for PC app, but I can't find a way to print them out (though I think this maybe possible in the US. Also in the US it is possible to download them for Evernote, but this doesn't seem to work with Amazon.co.uk). Can turn wifi on without a password and thus students can buy books on my account (though in practice they don't). The only way to avoid this is to suspend the account, which is a real pain. It synchronises the last page read and notes, bookmarks etc., but this is really confusing if more than one person is reading the same book at the same time. Can't photocopy a section. Don't get a feel for how big the book is. Can't skim read or flick through. I read a Kindle book on a train from Manchester to Euston and rushed to get it read (really easy from the point of view of carrying on a journey and easy to read, make notes etc. on a cramped dark seat), but got to 60% of the way through and discovered the rest was index so I needn't have rushed so much! I have subsequently bought a hard copy of the book.

(ii) Sony e-reader

We have one but it doesn't get borrowed much and when I offered it for sale no one wanted it!

Advantages - some cheap books. Touch screen. The cable is neat and fits easily into the case so doesn't get lost.

Disadvantages - backlit so hard to read (e.g. impossible to read on a flight). Labour intensive to buy books because have to search specifically through

sellers who I wouldn't normally approach e.g W.H.Smiths, Waterstones.

(iii) i-Pad

I don't have one but tried a colleagues.

Advantages - Has many apps, including a Kindle app. People who have used both i-Pad and Kindle say i-Pad is easier to read. Page turning. Page numbers. Touch screen. Backlit. Easy to move between chapters - slide at bottom showing pages. Don't have to use menu. Easy icon for TOC and back. Bookmarks. Notes can be e-mailed or printed. Can adjust lighting levels. Internet access. Can search and link it to Google or Wikipedia. Intuitive. Some interactive textbooks are now being written specifically for the platform.

Disadvantages - need wifi - can't plug it in. Large initial outlay (The new i-Pad3 is £400)

Citing from an e-book:

Older Kindles don't have page numbers. Instead they have location numbers which do not change when the reader changes the text size. Our students have been told, instead of putting page numbers, to append to the usual citation: Kindle e-book, loc. 1063-7

Not everyone is happy with this. Some like to know what format the student read the book in, whereas others want to be able to easily navigate to the equivalent page in the print copy. The discussion is ongoing.

Newer fourth generation Kindles *may* have page numbers. Not yet available for every book, but for those that are, they are displayed along with the location number at the bottom of the screen when the menu button is pressed. This page number is that of the text displayed at the top of the screen i.e. it may not be the exact page number for the rest of the Kindle text.

So our students append to the usual citation: Kindle e-book, p.57

N.B. For those of you validated by the University of Chester, and probably other universities, there are different guidelines. If in doubt, ask your validating body for advice. I found that the University of Middlesex, who validate us, don't advise their students and therefore have accepted our guidelines!

VIEWS ON USING KINDLES AT OAK HILL

Reader One

My predominant impression is that the experience was slower and more linear than I would have expected with the print version of the book. I missed the ability to browse the text. Yes, there are chapter breaks, but when I hit a new sub-heading, I missed not being able - as far as I could tell - to immediately flick to the end of the section to assess how much attention / time I wanted to give it, and to assess how it fitted into the chapter as a whole. In consequence, I think I took more notes than I would otherwise have done, on a 'just-in-case' basis, in case something became apparent as significant as I read on further. I felt much more funneled by the delivery platform into reading the whole thing - or, at least, pressing the button to move through the whole thing, page by page. Well, page by page - it was divided into about 6000 sections (the print version is c.350 pages), and my progress was given to me in percentages of the whole. Not knowing how long the whole was (unlike with a physical book), this was not always useful, and a bit disheartening at times. 'Why am I still in the early 30% range for so long?', and that kind of thought.

In sum, I spent longer on the book than I would otherwise have done so. I felt it was a technology which would be great for reading a book like a novel, where I would want to read the whole thing, but less useful for an academic text which I wanted to skim, move back and forth within, and - well - cull. I'm left wondering if this is inherent to the technology, to a platform designed not for this purpose, or whether there are Kindle-reading skills which I don't yet know and in which others can school me.

There were several positives. It was great to read it on a crowded tube train during rush hour - light in weight, compact, easily held in one hand while standing, the print was easy on the eye; yes, I got used to not advancing a 'page' by pressing a button each time I picked it up (well, I sort of did.). The battery didn't run out all week. If I was a commuter, I'd buy one. If I read novels, I might get one.

But, I'm left wondering if Kindles and the like risk adding to student workload. Does it take longer to read on a Kindle? Also, I had it on a week's loan, and it was recalled after three days for another user. I just managed to read the book in the space of my week and return it to the library. That also got me wondering about the economics of Kindles - if the library has (say) 100 books on Kindles and, say, 10 Kindle devices, does that mean I get one-tenth of the borrowing time I would get with one paper copy? Perhaps it

speeds up circulation, but if it takes longer to read...? And if the devices cost money in the first place..?

Reader Two

I spent far longer reading a serious book on Kindle than I would have done in print. That sort of experience has led me to gravitate to the Kindle for my novels and light reading, but serious theology I turn to paper.

I really value the money and space saving aspect of the Kindle; I think the linear nature of its experience leads me to see its great strength as being in the fiction field, and searching for particular words in larger works.

Reader Three

Ideal for reading fiction, especially on holiday. No more lugging a suitcase of books!

Far less useful for theological books. I've found it almost impossible to get a feel for such volumes using the Kindle: overall length, chapter length, locating sections, flicking to concluding paragraphs etc. All of this is either impossible or debilitatingly slow.

Benefits - searching and highlighting paragraphs on my Kindle and then accessing/copying those from kindle.amazon.com. How does this function with library Kindles?

Two separate issues to address:

1) Engaging with the "text" - where we see some advantages in terms of searching and copying

2) Engaging with the "book" where we see disadvantages such as a sense of dislocation both within the book, and within the wider world. By the latter, I mean that the eReader experience is (and is increasingly tending towards) a very different experience than that of "me" and a "book" - with an eReader suddenly I have before me multiple books, and, via wifi/3G, multiple other resources and online social communities. I find all of this to change the way I read: skimming texts more lightly, flitting from thing to thing etc.

Reader Four

Reading a Kindle is not like reading a book and cannot be evaluated on that basis. There are disadvantages in not being able to "flick" like you can with a book, but you can take notes, highlight them and then just copy them off

the Amazon website. (This particular reader uses Kindle books on an iPad.) Furthermore, I can search the Kindle, which is *incredibly* useful and has *significantly* saved me time on my last essay. It is much easier to quickly “flick” through a book using the Kindle app on the computer, though still not as fast as reading the book itself.

Furthermore, and this is a preference thing, but while my reading has been slower on the Kindle I think it has been more effective. I’ve noticed that I’ve tended to so quickly speed read a book that I have fooled myself into thinking I understood it better than I did. In my case the way the Kindle forces me to read has thrown up some sloppiness in my study habits. This isn’t to deny that clicking is helpful sometimes!

In summary, like any new technology you’ve got to learn how to use it properly for the benefits to begin to show themselves.

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*Wendy Bell,
Librarian, Oak Hill College*

REPORT OF THE ABTAPL SPRING CONFERENCE AND ANNUAL GENERAL MEETING, MANCHESTER, 12-14 APRIL 2012

By Jayne Downey

Luther King House in Manchester was the venue for this year's Spring Conference and it proved to be a warm and friendly oasis in this busy city. Rachel Eichhorn and Pat Anstis were excellent hosts and seemed happy for us to mooch about the library and ask questions whenever there was a gap in the conference programme. Pat had also put together a display of book binding and repair equipment and showed examples of techniques she learned at the latest ABTAPL training day.



Delegates at Luther King House

For those of us able to get to Manchester early, the conference began on Thursday afternoon with a coach trip to the Manchester Jewish Museum and Archives before the THUG (Theological Heritage User Group) AGM which was held back at Luther King House. However, the conference proper got underway after dinner with a welcome from the Rev'd Graham Sparkes, President of Luther King House. This was followed by four short but informative sessions from ABTAPL members covering advocacy, e-books and book selling.

Friday turned out to be rather a drizzly day but not even the rain could dampen our enthusiasm for the two visits that had been arranged for us – to the John Rylands and Chetham’s Libraries. The group was split into two at John Rylands so that we could all have a tour of the library and also be shown some of the library’s rare books by Julianne Simpson and Peter Nockles. Peter also talked about some of the library’s non-conformist resources and the library’s digital image collections (available through LUNA). At the end, we had some free time to explore the building and visit the special exhibitions, including the St John Fragment and a fascinating display of old and new bookbindings. After lunch, it was a short walk from there to Chetham’s Library, located near the Cathedral. Here, we were again split into two groups for a tour of the ‘oldest public library in the world’. The building and the collection were fascinating and Michael Powell and Fergus Wilde were entertaining and knowledgeable hosts.



Peter Nockles with some of John Rylands’ treasures

The final session on Saturday morning was given by Emma Dadson of Harwell Document Restoration Services. Emma gave a really informative and practical session on disaster planning and management.

Thanks go to all our speakers at the conference this year and especially to Rachel Eichhorn. The venue was great and the visits interesting but once again the best part of the conference was the opportunity to get together and network with colleagues in a relaxed and informal setting.

The AGM and ABTAPL Spring Meeting were held on Friday evening. At the AGM, the existing committee was re-elected and last year's minutes were passed with no matters arising. Pat Anstis delivered the treasurer's report, which was also passed. Pat is continuing to look into alternatives to cheques but reported that PAYPAL isn't possible and credit cards are too expensive.

At the Spring Meeting, the minutes of last year's Autumn Meeting were also accepted. The training day on book repair and conservation was a great success and topics were suggested for future days, including e-books (now scheduled for 18 October 2012), copyright and VLEs, and scanning/digitising collections. The 2012 Autumn Meeting is being held in St Paul's Cathedral and will include a visit to the Cathedral Library. Alan suggested attendees might like to stay on after the meeting for Evensong. The 2013 Spring Conference has been confirmed and suggestions were taken for the Spring 2014 venue. Everyone was encouraged to attend the BETH Conference in September, even if only for a couple of days; most of the excursions will be on Tuesday 11th. Carol Reekie is taking over as secretary of BETH. The final topic was a discussion about the possibility of making our theses available electronically through a shared repository. However, problems are likely to occur because copyright doesn't always belong to the authors and different institutions have different moratoria on making their theses available. The German and French Associations of BETH are also looking into this.

Jayne Downey
Librarian, Sarum College

WEBSITES

ATLA

<http://www.atla.com>

ATLA RELIGION DATABASE

http://www.atla.com/products/catalogs/catalogs_rdb.html

BETH

<http://www.beth.be>

CHETHAM'S LIBRARY

<http://www.chethams.org.uk/>

EBSCO

<http://www.ebscohost.com/>

IFLA

www.ifla.org

HARWELL DOCUMENT RESTORATION SERVICES

<http://www.hdrs.co.uk/>

JOHN RYLANDS LIBRARY

<http://www.library.manchester.ac.uk/>

LUNA IMAGE COLLECTIONS

<http://www.library.manchester.ac.uk/searchresources/imagecollections/>

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STRANMILLS COLLEGE

www.strn.ac.uk