BULLETIN

of the

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Summer 2018

BULLETIN 2018

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 (Spring, Summer and Autumn) and now has a circulation of approximately 200 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

COMMITTEE 2018/19

ABTAPL holds its membership list on a computer; this is used for no other purpose than to generate mailing labels for use by the Association.

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The photo on the front cover is by Rob Bradshaw,
and shows mission books donated by Redcliffe College
for digitization on Theology on the Web

NOTICE OF MEETINGS

2018 ABTAPL AUTUMN CONFERENCE

Thurs 8th Nov 2018

Lambeth Palace

(sse p4 for more information)

2019 ABTAPL SPRING CONFERENCE & AGM

Thurs 4th – Sat 6th April 2019

Regents Theological College
West Malvern Road
West Malvern
Worcestershire
WR14 4AY

Details to be confirmed

Editorial

The theme for this issue is 'visiting'.

Rachel Campion, the ABTAPL chair, travelled the furthest for her visit – all the way to Indianapolis for the recent ATLA Conference. The title of the conference was the rather alliterative 'Connection at the Crossroads: Creative Collaboration in a Changing Landscape', and Rachel has written a report (p8-14) on her very busy but entertaining time. She has also written a more detailed report (p14-20) on one particular workshop she attended: 'Game of Pros: Forging Alliances for Effective Information Literacy'.

The award for 'most libraries visited in a week' must go to Keith Lang of LST, who describes (p20-23) what he learned from visiting 17 libraries during one week in April as a part of his professional development.

Christine Love-Rodgers (p5-7) describes an ABTAPL visit to various theological collections in Edinburgh: New College Library, the Islamic and Middle Eastern Studies Library, and the Main Library of the University.

Ron Bradshaw had 1.4 million visitors last year – but fortunately they were virtual ones, visiting his 'Theology on the Web' website. On p24-28 he answers all sorts of questions about his work.

And the final visit is the one that we hope *you* will make, to the ABTAPL Autumn meeting at Lambeth Palace in November; more details about this are on the next page…

Richard Johnson
(editor)

ABTAPL Autumn Meeting
Thursday 8th November (afternoon)
Lambeth Palace, London, SE1 7JU

Please save this date and look out for further details which will be publicised in due course.

This year's Autumn Meeting will be held in the fabulous Lambeth Palace. A new library is currently under construction and we are hoping to be able to see how the building work is progressing.

We also have the CEO of CILIP, Nick Poole, coming to give our keynote address. This will be a fantastic opportunity to hear more about how ABTAPL and CILIP can work together in the future. Nick is very much looking forward to meeting us and learning more about our wonderful organisation.

Alongside that, there will be some more CPD on the day as well as the Autumn Meeting itself, where the Committee will update you on some really exciting projects that are just getting underway.

If all this is not reason enough to attend, this could possibly be our very last Autumn Meeting… But that is up to you. Attendance at recent Autumn Meetings has been low, and it was agreed at the Spring Meeting that there will be a vote at this year's Autumn Meeting to decide whether or not they will continue.

If you value the Autumn Meeting and you want to see it continue, or if you have any ideas about changing the format, content or location, please come on November 8th so that your views are heard.

The Committee and I very much look forward to seeing you. If you haven't been to an ABTAPL meeting before, we can assure you of a very warm welcome!

Rachel Campion
Chair, ABTAPL

The new Lambeth Palace Library

ABTAPL Visit to Theological Collections at the University of Edinburgh 11 June 2018

At New College Library

It was a pleasure to welcome colleagues to New College, Edinburgh from the Universities of Durham, Stirling, Aberdeen, Glasgow, St Andrews, Edinburgh Theological Seminary and a student from the University of Edinburgh. We kicked off with a discussion over lunch about our library roles, and about developments in our digital collections.

One of the common themes that emerged was that divinity, religion or theology are often relatively small academic areas within universities, which makes it difficult to make a case for buying expensive digital resources. Purchases are often achieved as part of larger digital collections or interdisciplinary resources which include religion. End of year wishlists or dedicated 'research' funds enable some purchases. Colleagues were concerned about the risks of setting up trials for digital resources raising expectations of their purchase. There is a lot of cooperative purchasing across subject areas e.g. Acta Sanctorum (Theology / History), Loeb Classical Library (Theology / Classics). We also talked about changes to teaching in our institutions. Small intakes of undergraduates on

courses for theology and ministry have led to world religions becoming a more predominant aspect of teaching, including anthropology of religion. There can be a tension between the demands of providing resources for practical ministry training and resources for purely academic areas. Postgraduate teaching in Christian theology and ministry has greater student numbers, however these students often come from overseas with high expectations of what the library should provide.

While Stirling and St Andrews still manage historic Divinity libraries, these are no longer growing collections, with all current purchasing directed at the main university library collections.

It was interesting that for three colleagues present - Edinburgh, Stirling and Durham - Special collections responsibilities are part of the day job of being a liaison librarian.

Following lunch, we had a tour of New College Library, one of the largest single purpose theological libraries in the UK. Some of New College's historic Special Collections were on display in the Funk Reading Room, and the group also had a behind the scenes tour of two of New College Library's Special Collections stacks.

We then walked over to the Islamic and Middle Eastern Studies Library at 19 George Square. This is a small departmental library for the use of postgraduates and staff in the School of Literatures, Languages and Cultures. Most of its holdings are in Arabic, Persian and Turkish, with religious material in Arabic forming the largest part of the collection. This includes books on the Hadith, prophetic traditions transmitted from the Prophet Mohammed, and a large amount of material on classical Islam from the 9th- 18th century. The library has a locally maintained catalogue which uses Zotero to record the books. It is staffed by a postgraduate student library assistant and some student volunteer help, and is open 20+ hours a week. Students in the School really value the library and enjoy using the space and collections.

At the IMES Library

Our final stop on the tour was the Main Edinburgh University Library in George Square which houses the Sarjeant and Watt collections, which are located on the 4th floor of the Main Library. The Sarjeant and Watt Collections contain around 6,400 titles on a wide range of subjects such as Islamic law, Islamic and medieval philosophy, the relationship between Islam and Christianity, history of the Arab world and Arabic literature. Donated to the University of Edinburgh, their conditions of gift have meant that they are not integrated into the main sequences of the University collections.

There was a lot of enthusiasm about this visit, which brought colleagues working with theological collections in universities together for the first time. I hope that we can repeat the experience next year in a different university location.

Christine Love-Rodgers
Academic Support Librarian
New College, Edinburgh

Report of ATLA Conference, 13-16 June 2018
Connection at the Crossroads:
Creative Collaboration in a Changing Landscape
Hyatt Regency Hotel, Indianapolis

Around 220 delegates from around the world attended the annual ATLA Conference in Indianapolis. As the only UK delegate, I was keen to make connections with others and to share experiences in order to learn more about the similarities and differences between UK theological libraries and those around the world. I was also keen to strengthen and develop ABTAPL's relationship with ATLA and this Conference was the perfect opportunity to meet with ATLA's key staff in order to introduce myself and look for ways in which ABTAPL can promote ATLA products and services as well as continuing to work together wherever possible. It was also a good opportunity to meet colleagues from BETH who were in attendance.

The Conference welcome area

The full Proceedings of the Conference will be made available on the ATLA website and also through ATLASerials.

There was a full and varied programme on offer, beginning at 7.00am each day with worship led by representatives of different denominations. Breakfast was shared in the exhibitors' area and was

a great chance to chat and network as well as looking at the various products and services. This was followed by a morning plenary session which most delegates attended. The rest of the day was filled with a wide variety of different sessions covering many topics. There was also an opportunity to learn more about ATLA in the Update session (see below).

To help delegates learn more about Indianapolis and to get to know each other in a more informal way, there was an hour and a half long walking tour of Indianapolis on the first morning of the Conference. This was an excellent introduction to the history of the city and it was extremely interesting. I also enjoyed socialising with around forty delegates at a baseball game one evening – a new experience for me and one which I very much enjoyed!

I attended the following sessions at the Conference and will be happy to provide notes on any of these sessions to anyone who may be interested to learn more.

- **Game of Pros: Forging Alliances for Effective Information Literacy** (this was a half day pre-Conference session. There is a full report in this Bulletin)

- **Face of the Deep: Machine Learning, Artificial Intelligence and the future of the humanities, or why Librarians need to learn to code** (Plenary)

- **Teaching and Learning Trends for Theological Education**

- **Open Access Mythbusters** (an extremely useful session led by Christine Fruin, ATLA Member Programs and Scholarly Communications Manager)

- **ATLA Products Update** (see below for more information)

- **Library as Thesis Laboratory**: A workshop based approach to how librarians can support writing and research

- **Crack the Code: what's not being said about the shifting landscape of theological education** (Plenary: advocating the teaching of practical, contextual theology and the inclusion of minority and marginalised students)

- **Teaching academic research and writing, or two works in progress**

- **The meaning of innovation in theological libraries: Bold ideas or empty promises?** (I found this to be one of the most useful and interesting sessions of the whole Conference)

- **Crisis in theological education? Fake news or a real crisis?** (It was interesting to see how Americans are responding to some of the issues that British theological colleges also face)

- **Connection at the crossroads between libraries and writing skills: Creative ways to meet student needs**

- **Dimorphism as a metaphor for information seeking behaviour**

- **Reimagining the academic library** (Plenary, by David Lewis, ALA librarian of the year, who has published a book of the same title).

ATLA Product Promotion and Collaboration

I met with Gregg Taylor (ATLA Licensing Manager – some of you may remember meeting him at our Rome Conference a few years ago) and Margot Lyon (ATLA Director of Business Development). They are keen to ensure that all ABTAPL members are aware of the new ATLA product, ATLASerialsPlus. Please go to the ATLA website or contact me if you are interested in learning more about this add-on to ATLAS.

I also met with Brenda Bailey-Hainer (ATLA Executive Director) who is very keen to explore closer ways of working together.

Brenda Bailey-Hainer delivering the ATLA Products Update.

I then met with Christine Fruin (ATLA Member Programs and Scholarly Communications Manager). That was a very fruitful meeting. She has set up an open access repository for theological libraries in the States. Here in the UK, we have theologyontheweb and European resources we can tap into but I feel that it may be worth investigating the possibility of a collaborative ABTAPL open access repository, not only for digitised material but also for born digital material that could be in danger of being lost unless it is stored somewhere. She is more than happy to advise us and work with us if this is something that we would like to do.

The dinner of the International Librarianship Education Task Force

I was also invited to dinner with the International Librarianship Education Task Force, which is looking at qualifications, accreditation and CPD for librarians around the world. ATLA, BETH, ForATL (Forum of Asian Theological Librarians) and ANZTLA (Australia and New Zealand Theological Libraries Association) are represented on this Taskforce. I'm not actually on the Taskforce but was there in an advisory capacity along with other librarians from Africa, Indonesia, Europe and Canada. Vlatka

Bozicevic, Matina Curic and Matti Myllykoski from BETH were also present at that meeting.

The head of the Task Force, Kelly Campbell, was very interested to hear about our Benchmarking project. She asked me to send her a copy of the blank questionnaire, which I have done. I anticipate that there will be more opportunities for me to be involved with this group in the future.

ATLA Products Update

We were reminded of the mission statement of ATLA:

> *The mission of the American Theological Library Association is to foster the study of theology and religion by enhancing the development of theological and religious studies libraries and librarianship.*
>
> *ATLA exists so that all those involved in the practice, study and teaching of and scholarly communication in theology and religion worldwide are connected to others in the field and have the tools, skills, and primary sources needed to advance their work.*

We were also reminded of ATLA's core values and goals, including global collaboration, facilitating open access and a diverse and inclusive membership.

ATLA has an active publishing programme, the two main branches of which are Association-related (including newsletters, reports and yearbooks) and the ATLA Press, which aims to be member-driven and publishes a cataloguing bulletin, Conference proceedings and open access monographs (http://books.atla.com) as well as the Theological Librarianship Journal (latest issue April 2018). ATLA Press has a new Editor and Editorial Board and is refining its scope and marketing plan.

To develop its open access publishing, ATLA Press has a new Creative Commons license and new platform for open access journals. All future ATLA publications will be open access and available electronically from the ATLA website. I would encourage all members to look at what is currently available and to watch out for future publications as I am sure that many publications would be of interest to us in a UK context.

ATLA is also developing a journal hosting programme which is a platform to host any journal published by an institution. If your institution publishes a journal and you would like ATLA to host it for you, then do get in touch with ATLA, or with me if you are unsure of who to contact about this.

The Update then moved on to cover ATLAS and ATLASerialsPlus. This add-on was released in November 2017 and ATLA are keen to market it to ABTAPL. Information on coverage and content was shared:

ATLA Religion Database: 948 titles from 55 countries; 61% peer reviewed and 22% open access

ATLAS: 334 titles, 59% peer reviewed and 7% open access

ATLASerialsPlus: 458 titles, 59% peer reviewed and 6% open access

Over 1,500 libraries in 65 different countries subscribe to ATLA databases.

The Update concluded with some details of major projects planned for 2019. These include the introduction of new software for managing the Association's operations; new content management software and the redesigning of the website along with a rewrite of much of the content.

This Conference was a fantastic opportunity to promote ABTAPL to librarians from around the world and to strengthen relationships with

ATLA and BETH. Personally, I learned so much that I will be able to use in my job and hopefully share with you so that it will also be of benefit to a wider audience. The Conference was extremely well organised and I received a very warm and friendly welcome from all the delegates and ATLA staff that I spoke to. I am grateful to ATLA for granting me a travel bursary and to ABTAPL for paying my accommodation costs.

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Rachel Campion
ABTAPL Chair
Learning Resources Tutor, Luther King House Library
rachel.campion@lkh.co.uk
www.lutherkinghouse.org.uk

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Game of Pros:
Forging Alliances for Effective Information Literacy

Notes from a Pre-Conference workshop at the ATLA Conference, 13th June 2018

Facilitator: Paul Myhre (Wabash Center for Teaching and Learning in Theology and Religion)
Jay Wise (Indiana Wesleyan University),
Martha Adkins (University of San Diego),
James Humble (St Charles Borromeo Seminary)

This was a half day pre-Conference workshop with three presenters, each sharing their experience of providing information literacy and student inductions in different ways.

This article is based on the notes I made during this workshop, and I have also offered some reflection on each of the presentations. The official report of this workshop will be available in the ATLA Conference Proceedings in due course.

The distance between us: teaching non-traditional students information literacy (Jay Wise)

Wise describes himself as an "embedded librarian" who works with adult professional students, around 85% of whom are learning at a distance. Therefore, he has had to develop innovative ways of connecting with his students and creating relationships with them. One of the main ways he has done this has been through the use and promotion of discussion forums that are focused on student assignments. The discussion forums are located in the library's area of the course management software/VLE (in his case, Brightspace) and he has found the forums to be a very useful medium of increasing student engagement with the library as he is able to use them to recommend and promote specific resources for each assignment.

He also advocates the use of short video clips to promote the library, rather than printed helpsheets and downloadable guides. He has a one minute long video that introduces himself and his role, and this is used in induction as well as in every other communication that he posts online, so students are frequently reminded of who he is and how he can help them. He names one of his main challenges as a misunderstanding amongst students of what a librarian does, so he always tries not to use confusing and unfamiliar language and terminology. Describing himself as a "professional finder", his main principle is to prove his value and the value of the library to students in a meaningful and relevant way.

He also provides video guides to what he refers to as a 'personalised search plan', that is, an individually tailored approach to a particular assignment giving information on which resources will be the most relevant, how and where to locate the resources and how to use them critically and effectively. Alongside this, he offers video call 'research appointments' using a software called Zoom instead of Skype (https://zoom.us/) In these sessions, he will share his screen with the user and show them exactly how to, for example, log into an online database and enter relevant search terms, filter results and use the online library catalogue.

He believes that his approach provides a solid and consistent use experience and his is indeed a very user-driven service as he also describes himself as a "user experience librarian".

There was much in this session that was of interest to me. I too have tried to move away from confusing and unfamiliar 'library speak' with my users, in order to reduce library anxiety[1]. I also use video guides alongside helpsheets and they are very popular with many users who would rather watch a short demonstration than follow a list of instructions. Wise admits that his approach is time consuming, and he has had to work hard at building and maintaining relationships with distance learners, but his hard work appears to have paid off. I was challenged to use more video in my delivery of information literacy to users who do not visit the library in person, and to always be mindful that if the user does not see you or your library as relevant, approachable and able to meet their information need, they are not likely to want to engage with you.

Information Literacy as a collaborative effort: working with admin, Faculty and IT (Martha Adkins)

I heard the word 'Faculty' many times in many different sessions and conversations during the Conference. It is not a word that I use in my everyday work context or indeed one that carries any meaning for me. As the Conference progressed, I began to understand it as referring to academic tutors, college/university Principles and Professors and the organisational framework/structure within which they work and deliver learning. Many speakers and delegates referred to Faculty as an entity in its own right and that is how I have used the word in this report.

This section of the workshop focussed on building relationships with other staff in your institution in order to better deliver information literacy, thus increasing student engagement and contributing to both

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[1] Campion, R (2016) The role of librarians in encouraging and enabling self-directed research: developing an awareness of library anxiety and taking steps to reduce it *Bulletin of the Association of British Theological and Philosophical Libraries* 23(2) 34-39

student and Faculty success. However, there are challenges in developing these relationships, including the time needed to meet with other members of staff; a lack of understanding amongst some staff about what information literacy is; a perceived 'overload' of information literacy teaching by some Faculty staff (i.e. librarians do too much of it!) and a shift away from research based assignments which, some believe, do not require as much ability to be information literate.

The two main ways of pushing through these challenges in Adkins' experience are to know your institution's culture and to take every opportunity to network with different colleagues and groups of staff. Adkins obviously works in a large institution with a large, on-site IT department. This is also the case for many ABTAPL members but my own context is one where most IT support is provided externally, we have a small staff team and we all know each other and work closely together. This makes collaboration and networking much more straightforward.

In terms of working more closely with IT departments, she encouraged librarians to take advantage of whatever training is offered and to learn to 'speak their language'. In her experience, it is important to understand the priorities of IT staff and to learn to work with them so that they can then better understand your needs and priorities.

Adkins then focused on the need to approach information literacy from a different angle in order encourage Faculty to see its use and value. She often refers to it as problem solving, research as a process, investigation, informed learning or engaging with sources. Again, this highlights the need to move away from confusing or unfamiliar language and this is something I have done in my own information literacy teaching. None of my sessions are called 'information literacy' and I hardly ever mention the term in my teaching. In my experience this has removed a potential barrier to learning and engagement and has helped the tutors at my institution to see the value of the sessions and how they relate to particular assignment tasks and the overall learning experience and process.

This reinforces the point Wise made about demonstrating the relevance of what you do and who you are. If tutors see that you can deliver sessions that tie in with learning outcomes and help students produce better assignments and gain higher marks, they are more likely to want to work collaboratively. However, Adkins admits that it can take a long time to 'get your foot in the door', and of course, it is harder for a solo librarian to take the time out of the office to go into a classroom than it is for someone who works in a large team of librarians. However, Adkins has found that this approach has raised the profile of the library in the institution and challenged preconceptions about what a librarian is and does. From my experience, I would agree with her.

It's a matter of space and time: where, when and how information literacy happens (James Humble)

This session began by considering the organisational aspects of information literacy teaching, for example the need to consider class size, the timing of the session (time of day, time in the academic year etc), length of session, incentive for students to attend, etc. Humble carefully considered all these criteria in planning his sessions and for a few years, attendance was good. However, it then began to reduce and as a result he reconsidered when and where his sessions were being held.

He realised he needed to 'go where the students were'. His library is somewhat isolated in the layout of his institution. He remembered the well-used model of going where the people are in order to deliver your service and began to consider the possibility of setting up what I would call a 'pop up' library. The term 'pop up' is well known to many in a UK context but he didn't actually use these words to describe what he was planning – I presume therefore that this term is not used in the States!

He considered where students congregated most during the day and where they would be most likely to want to engage. He considered how to encourage those students who were anxious about coming into the library and talking with a librarian in their office to approach him when he was in a more familiar and relaxed environment. He decided to take

his laptop and some work into the dining room one day. He set up a small sign to advertise that students could come and ask him about any library related matters.

His experiment worked. He found that many students who had previously not attended information literacy classes or had approached him for help when he was in his office came to speak to him and arranged follow up meetings.

Clearly it is practically not possible to move the entire contents of a library into a dining room for an hour or two! There are limits in terms of the service that can be provided in a 'pop up' library. There is also the question of who will staff the library in your absence, if you are a solo librarian. However, for a larger institution with a significant number of students who do not engage with the library, I would suggest that this is worth trying. I am considering trying this in my own context in our social lounge, as many students prefer to work there rather than in the library if they wish to talk while they work.

He closed his session by stating that "familiarity breeds content"! Once again the messages of reducing library anxiety, working to engage your users and demonstrating the worth and value of the library were reinforced.

Final reflections

As the pre-Conference session, this proved a useful introduction to American theological libraries and institutions. I saw many similarities with the British context and all three sessions gave me useful takeaways. They also reinforced my own practices and encouraged me not only to maintain them but to develop and extend them wherever possible in my information literacy sessions.

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Rachel Campion
ABTAPL Chair
Learning Resources Tutor, Luther King House Library
rachel.campion@lkh.co.uk
www.lutherkinghouse.org.uk

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Lessons from seventeen other libraries: an exercise in professional development – April 2018

Earlier this year, my line manager, the academic dean, asked if I would like to go on any courses for my professional development. "Not really", said I, "they are all rather too expensive for my liking. But … I would like to go and visit other similar libraries for a week." "Alright. But there must be something we can put into you, not just for pure college benefit." he responded. "No, I really will benefit personally from talking to other professionals." And I could not believe the blessing that had come my way. It would also be ten times cheaper than a course!

I really enjoyed planning and researching the visits, this in itself was an opportunity for reflecting on our own practice and the librarians I contacted were very welcoming and generous in their time to fit in with travel arrangements. In my mind, the aims of the visits were both specific and vague! Namely, look at seating, study areas, lighting on desks and shelves, discover the online resources used at other colleges teaching theology, resources for researchers, discuss the acquisition and implementation of two library management systems I am considering – PTFS Koha and IS Oxford Heritage Cirqa – and just listen and look and take lots of pictures from which I could also learn later by doing the same to pick up on what I had not noticed at the time.

I took a checklist of questions to each site where I had been given permission to conduct an interview, and all the questions were the same apart from the sites where I was only interested in discussing the Library Management Systems.

The staff at the following colleges were generous in giving their time: University of the Arts London, Oak Hill College, All Nations College; (and in Cambridge…) Tyndale House, Divinity Faculty, Federation of Theology colleges (Westminster College, Woolf Institute, Westcott College, Wesley College); (and in Oxford…) The Oxford Centre for Mission Studies, Wycliffe Hall, Wadham College, (and then behind the scenes with my next door neighbour who has

just been appointed as one of the directors of the Bodleian…) Weston Library, Duke Humphries Room, Gladstone Link, Radcliffe Camera, (then on without her to…) Pusey House, St John's College, Philosophy and Theology Faculty; then St Mellitus in Kensington and finally Richmond College: American University in London. There were others too that offered but for some strange reason I just could not fit them all in!

Here is a simplified bulleted list of things I learned.

General

1) You don't realise what you will learn until you go, some things cannot be learned via email

2) Other library professionals don't even know that they are educating you in their generosity

3) Other library professionals also feel isolated to varying degrees and appreciate meeting others

4) Seeing other libraries function opens one's mind
5)

Library management systems

6) Never underestimate the need for communication and verification when buying a system

7) The more time you think about and research new systems pays off in the long run

8) You don't need everything to be software, lots of people run paper alternatives to modules that work best for them

9) Even large universities make mistakes in buying software, small can often be an advantage re clarity

10) The potential for one more fact to change your mind completely is large

11) Experience of other users with respect to context and support is very valuable

Physical library environment

12) Daylight is best

13) Views of gardens and grounds are not only popular but really beneficial to the scholarly process (anecdotally of course) as they promote those 'staring off in to space' moments

14) Not all expensive desk lighting is necessarily the best solution

15) Other colleges think silence is the best policy too! (especially Oxbridge ones)

16) It is not only our students who set up camp if they are allowed to

17) Good study facilities in residential rooms reduces pressure on the library space

18) Seeing what other people have, enabled me to value more highly what is already good in our own library

Learning resources

19) It is alright to give away incoming donations to others who are in greater need without checking sometimes (large donations especially)

20) What a very good job indeed that my predecessors did with respect to online resources

21) Seeing our own book stock in a more positive light

22) Understanding better how to preserve and keep and store archival material

23) That some large universities have moved much more away from physical journal use to online because they can operate more on the economies of scale and with a much broader base of IT and administrative support

24) The specialized focus of smaller colleges makes their collections much more useful to scholars at higher degree levels and therefore should be publicized more broadly

And finally

25) It's just so good to have a change of scene as it gives you new eyes on your own situation and maybe helps you perceive it more from the perspective of your own users – familiarity can foster a degree of myopia

I hope that this will encourage you to obtain the time to do more visiting of other libraries, but maybe not to the same extent as the above ; seventeen in a week with the evenings of preparation in the month before outside work left me unexpectedly and generally tired for a month afterwards!

Keith Lang
Librarian
London School of Theology

Theology on the Web: Questions for Rob Bradshaw

How did you first get involved in Theology on the Web?

As a Bible College graduate in the 1990s I was very aware of the need to provide others with the training they would need to become effective ministers. This training requires access to theological material of a high standard. Originally, I had in mind writing and uploading my own theological articles. I soon realised that it was more sensible to digitise some of the many thousands of world-class articles that were not available online. I started by picking out a number of articles from five journals and wrote to the editors for permission, which they happily gave. Over the years, as the sites grew and became better known, editors have approached me to request the digitisation of entire journals. The original site has now become eight, hosting over 3,500 pages of bibliographies.

How many books and articles are now available?

It is difficult to give an exact figure because some of the PDF files contain all the articles from particular issue, while others only one. A conservative estimate would be over 35,000 articles and several hundred books.

Are all the articles out of copyright?

No, the majority are still in copyright and licensed to be hosted on one of my domains by the author or journal editor. The link on to the website to the resource usually indicates whether the material is copyright or in the public domain. To establish the copyright status I spend a considerable amount of time researching authors to find a date of death. Copac.ac.uk and Ancestry.co.uk have proved extremely useful in this process. Now that the websites are so large, I am able to use them as a ready-made database, as many authors contributed to several different journals and some, like F.F Bruce, to hundreds – see https://theologicalstudies.org.uk/theo_bruce.php

Over the last 17 years I have built up a good relationship with hundreds of authors and editors. All the material on the websites can be downloaded and used for free educational purposes. They may not be republished for profit or uploaded to another webserver without the explicit permission of the copyright holder. Public domain material can be used in any way you wish, but a link back to the website you downloaded it from would appreciated!

Who are the 'target readers'?

In the UK a student at a College or University can, with a little effort, access almost every theological article ever printed – we are truly fortunate! This is not the case for those in the Majority World, where students often have little or no access to books or articles. I was recently contacted by a Bible College principal in Kathmandu, Nepal. He is currently teaching 47 Master's level students, but the College library contains only 575 books! It is to help people like this and those in the West who have left full-time education and now have no access to their libraries that TheologyontheWeb exists.

I received this e-mail, which illustrates how TheologyontheWeb is being used:

> "… I am in Sao Paulo (Brazil) right now, giving guest lectures at a Presbyterian university. Their library was temporarily closed because of reorganization, so I asked the students to prepare themselves by searching for materials on www.biblicalstudies.org.uk!"

How many site visits do you get each year?

These are currently eight websites, with more planned:
- TheologyontheWeb.org.uk (Hub site)
- BiblicalStudies.org.uk
- BiblicalArchaeology.org.uk
- TheologicalStudies.org.uk
- EarlyChurch.org.uk
- MedievalChurch.org.uk

- ReformationChurch.org.uk
- Missiology.org.uk

In 2017 these sites received a total of 1.4 million visitors, who together downloaded 3.7 Terabytes of data. 40% of the visitors live outside of the UK, USA & Canada. The sites seem extremely popular in the Far East. All of the TheologyontheWeb sites are included in the University of Iowa's eGranary Project – "The Internet in a Box" – so they can be accessed via this in areas of the World that are without Web connectivity (see http://widernet.org/eGranary).

How is the Digitisation done?

I use a Canon 9000f A4 flatbed scanner, which can do about 3.3 scans per minute. While this is well below 1,000 pages per hour - the rate achieved by archive.org - this scanner costs only £175 as opposed the £15,000 to £18,000 for the scanner they use. It is not suitable for all digitisation projects i.e. where the originals are very large, delicate or irreplaceable. However, it does provide a viable option for projects that would not otherwise be attempted because of budget limitations, and it is possible to do quite a lot using this method.

Once the book or journal has been captured as a 300dpi multi-page tiff file it is imported into Advanced Tiff Editor, cleaned up and split into individual pages.

The final stage is to convert the document to Adobe Acrobat format, create an OCR overlay and compress it to the smallest size possible for rapid download.

If you are interested in finding out more details about the digitisation process, please visit this webpage for a tutorial: https://theologyontheweb.org.uk/how-to-digitise.html

What are your plans and dreams for the future?

The websites have been live for 17 years as of September 2018 and new material is constantly being added. I have a number of journals awaiting digitisation, including public domain articles from the *Transactions of the Victoria Institute*, The *Palestine Exploration Quarterly* and the *Journal of Theological Studies*. Redcliffe College and the Cambridge Centre for Christianity Worldwide have given me hundreds of books on Christian Missions, which are being uploaded to missiology.org.uk.

This work is done in my spare time, as I have a full-time job and a family. Ideally, I would like to move to part-time or even full-time working on the websites, but it is proving difficult to find regular funding to do this. In anticipation I have already registered domains that would allow me to launch new websites on Victorian Sunday Magazines, the Gospels, biblical languages and hermeneutics. In the meantime, work continues as time allows.

In what way can ABTAPL help you?

I would like to thank the many ABTAPL libraries who already support Theology on the Web. Two support it financially and others help me greatly by loaning journals and donating old and duplicate stock. We all know how tight library budgets are and I have no intention to adding to the pressure by instituting an annual

subscription or paywall for this service. What would be helpful would be if more libraries were able to alert me of the availability of journals that they are disposing of. There are several digitisation projects that are incomplete because I have not been able to access all the material. *Churchman* issues from the 1920s to 1940s, *World Dominion* and the very last issue of the *Canadian Journal of Theology* come to mind, but there many others. Do contact me if you have material that you think would be suitable. When scanning is completed the material is usually passed on to another library.

Rob Bradshaw
Webmaster
theologyontheweb.org.uk

USEFUL WEBSITES

ABTAPL: http://www.abtapl.org.uk/

ABTAPL Bulletin online archive:
https://biblicalstudies.org.uk/articles_abtapl_01.php

ANZTLA Ejournal: http://ejournal.anztla.org

ATLA: http://www.atla.com

ATLA Religion Database with ATLASerials:
http://www.ebscohost.com/academic/atla-religion-database-with-atlaserials

BETH: http://www.beth.be

Christians in Library and Information Services:
http://christianlis.org.uk/

Theology on the Web: https://theologyontheweb.org.uk/