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NOTICE OF MEETINGS

2017 ABTAPL AUTUMN CONFERENCE

Thursday 2nd November 2017
Friends Meeting House, Manchester
precise times tba

2018 ABTAPL SPRING CONFERENCE & AGM

St Chad's College, Durham
22nd – 24th March 2018

2018 ABTAPL AUTUMN CONFERENCE

November 2018
details tbc

Editorial

First, my apologies for the lateness of this issue, mainly caused by the distraction of preparing to move house and two small businesses from Gloucester to Lincolnshire in less than 2 weeks' time! If you've ever moved a library I hope you'll sympathize; my stock is about 50% larger than the Redcliffe College library when I organized its move from London to Gloucester in 1995! (And that's not including the several thousand other books lying around the house!)

The delay has, however, enabled me to include some articles related to sessions at the excellent ABTAPL conference at Woodbrooke College last month, including Michael Gale's article on the benchmarks we might use to define a 'good' theological library. We also have shorter articles from Amanda Hodgson and Christine Purcell, based on their presentations at the Teachmeet session on the Saturday morning.

In addition, based on her presentation at the 2016 Rome Conference, Emma Walsh has written an article concerned with raising the profile of your library and institution.

You can also read all about Chris Leftley's busman's holiday, visiting libraries both new and old while on holiday!

Finally, for those who remember her, Alan Jessop has provided us with an obituary for Geraldine Coldham, who died earlier this year.

One never knows when ABTAPL conferences will give you a eureka moment as you discover something both new and helpful. For me, such a moment occurred on the visit to the University of Birmingham, in the room where the archives are cleaned and restored. To clean an old document the staff were using a smoke sponge, which I confess I'd never heard of (OK, I know it's my fault for never having done a degree in librarianship!) I bought one on ebay last week and have finally removed the stain on the wall left by an over-enthusiastic candle several years ago, just in time before we move! You never know, one day I might even use it on books…!

Richard Johnson
(editor)

Quality and standards in theological libraries: some reflections on the ABTAPL Conference in Birmingham

There is an inherent problem with evaluating theological libraries. Many of our libraries are managed by just one librarian, and therefore any form of critique or review can feel personal. A criticism of the library – however diplomatically couched – may feel like a criticism of the librarian.

This may explain in part why institutional reviews can appear to be rather bland when they turn their attention to the library. My own institution has been subject to a growing number of 'reviews' and 'inspections' in recent years, from the churches to partner universities to the QAA [1]. My experience of these reviews has ranged from a feeling of complacency (I have learned that we have nothing to fear from inspections) to frustration that visiting inspectors rarely have much time for the library, and even less specialist expertise. As librarian, they have little to offer me, other than possibly a good soundbite for my annual report.

So I have become intrigued by the idea of exploring what a 'good' theological library might look like. What 'standards' might we test ourselves against? Could we develop 'benchmarks' with other, similar libraries? What do 'quality' and 'excellence' mean in our context? This was the theme of our recent conference at the Woodbrooke Quaker Study Centre in Birmingham. There is plenty of literature on the subject, but much of it is aimed at larger libraries in the higher and further education sectors. For theological libraries, I was involved in updating the *ABTAPL guidelines for theological libraries*, published in 2008 [2], which made recommendations under a number of key headings. But my sense has been that ABTAPL libraries, and their institutions, are so diverse, that the attempt to find common standards or benchmarks is always going to be problematic.

Quality Assurance and the QAA

As an "alternative provider" of higher education (in the language of the Higher Education Funding Council), my institution experienced the full weight of a QAA review in 2016. As a small institution, it created a disproportionate amount of work for us. Nevertheless, from a library perspective it was actually quite helpful. One of the themes of the review was "student engagement", which examined how we listen to students and

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[1] The Quality Assurance Agency for Higher Education
[2] These are still available on the ABTAPL website

engage with them as part of the process of enhancing the quality of the education we provide. I was able to provide a paper trail of library user survey reports and minutes of library committee meetings to demonstrate that we listen to students and act on their concerns, thus earning a favourable mention in the review team's final report. But the process also strengthened my hand. It obliged my institution to demonstrate that they too were responding to student concerns – such as the poor performance of student computers in the library – which extended beyond the librarian's remit. Sweeping library issues under the carpet was not an option.

In 2003 a Sconul working group produced guidelines to assist QAA reviewers in the evaluation of higher education libraries [3]. Although these guidelines have now been withdrawn, and were not used in our review last year, they nevertheless provide a basis for our thinking about quality and standards in our sector. They are divided into three sections: strategic planning and liaison, evaluation and feedback, and learning resources and user support. But their strength, I think, lies in their focus on process. The questions address the processes for ensuring coherence between library planning and institutional strategy, for example, for facilitating communication between the library and tutors, and for soliciting and responding to student feedback. They are as relevant to our sector as they are to the big universities.

Quality Assurance and CoLRiC

The Council for Learning Resources in Colleges (CoLRiC) was founded in 1993 to address the issue of quality assurance for learning resources services in colleges, and at our Birmingham Conference we were privileged to be addressed by Margaret Phillips and Collette Xavier, both former librarians in the further and higher education sectors and now CoLRiC assessors. Margaret and Collette introduced us to CoLRiC's Peer Assessment Scheme (PAS), which they established twenty years ago to provide a national framework for external validation. It is based on a set of strict criteria against which services are measured, and culminates in an

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[3] The SCONUL/UCISA Working Group on Quality Assurance. The Quality Assurance Agency for Higher Education – Aide-mémoire for reviewers evaluating learning resources (2003).
http://www.sconul.ac.uk/sites/default/files/documents/Aide_MemoireFeb2003.pdf
(accessed 4.5.17)

assessment and a report. The same material can also be used for self-assessment [4].

The structure of the scheme is similar to that of the QAA guidelines, with a focus on leadership and management, learning resources, and the integration of the service with teaching and learning. I was particularly interested in the holistic approach towards assessing the library service within the context of the institution, with the key aim of raising the library's profile. One slide from the presentation – showing a sample timetable – illustrates well the involvement in the process of colleagues from other departments. I think the idea that an assessment (self-assessment or otherwise) could enhance the library's status and facilitate relationships is a powerful one. We were also encouraged to think about recruiting 'ambassadors' as library advocates in places where the librarian is not present. This might include the principal at top-level meetings or tutors in the classroom.

Although Margaret and Collette were unable to provide us with a full checklist of questions and criteria, they were able to give us a flavour of the scheme. I found even this select list challenging. How do I judge if the library budget is being effectively spent? What data do I keep on service 'performance'? How do I know if the service is improving? We were encouraged to explore 'impact indicators', measuring – for example – the impact of information skills training on student coursework in collaboration with tutors.

Quality Assurance and ABTAPL

In the workshop which followed the CoLRiC presentation we sought to apply our thinking about quality and standards to libraries in our sector. We did this by tackling seven questions:

Who would you prefer to set the standards by which your library is judged?

This question explored the respective merits of user-led and librarian-led standards, and internal and external assessment. Who is best placed to judge your library? Much of the literature quite rightly focuses on listening to the

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[4] The presentation, together with associated documents, are available on the ABTAPL website

user [5], and many of us might recoil at the idea of an outsider – with little knowledge of how our institution works – coming in to pass judgement on us. But the CoLRiC presentation had clearly had an impact: our group welcomed the idea of peer review.

Reflect on what you think might be the strengths and weaknesses of your library in the light of the QAA approach to quality assurance

The group welcomed the QAA focus on process, which it viewed as empowering. Librarians from institutions which are not subject to QAA oversight were particularly keen to establish a sector framework which would replicate the QAA review.

Identify sector benchmarks which you would find helpful for your library

Benchmarks were seen as a way forward, including in the sensitive area of budgets, despite the diverse nature of many of our libraries. But first of all data would need to be collected via a survey. There seemed to be energy within the group to take this forward.

Identify areas where you would find sector guidelines helpful for your library

Guidelines were also seen as a way forward, but in the form of a checklist and / or templates, rather than the published ABTAPL guidelines. Examples might include a checklist of policy documents, or a template for a mission statement or weeding policy.

What do your library users most value about your library service?

This was the first of two questions exploring "critical success factors". In my user survey I ask students what they most value about the library service, and they consistently mention: the range and currency of the stock, 24-hour access, the availability of the librarian, the library environment, and the online resources (which are especially valued by part-time students). This information can be used to inform library policy. For example, there is a trade-off between 24-hour access and security, and I would be reluctant to sacrifice the former for the latter.

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[5] See for example Peter Hernon et al. *Assessing service quality: satisfying the expectations of library customers.* London: Facet, 2015.

What do you most value in terms of support in doing your job?

This question, which also explores "critical success factors", addresses the issue from the librarian's perspective. Here are my personal examples: the library budget, the support of colleagues within my institution, the responsible behaviour of library users (the smooth running of the library is largely dependent on this), IT support, and the ABTAPL network. The presence of these factors in the list does not mean that they are all perfect. It means simply that they are important, or "critical" to the effectiveness of the library service. Naming them helps me to identify priorities.

Where do we go from here?

Quality is a slippery concept, and it is so much easier to ask the questions than to come up with answers. My hope from the conference was that we would all take something away with us to try out in our own libraries, some incremental improvement to the service we provide to our users.

But I was also hoping for a group or sector response. This is especially challenging because we all have enough to do in our day jobs, and group responses require vision, energy and commitment. But my sense from the conference was that there was certainly a vision for a sector response, and that the QAA and CoLRiC models provide both inspiration and ample materials to support that vision. Initially it is likely that benchmarking will be the focus of our response. We need to identify appropriate headings, collate data, and produce a working model. From there it is possible that an ABTAPL peer assessment scheme could emerge.

My own reflection on the conference is that assessment can be empowering. We should see it not as a judgement on us but as a tool in our hands.

Michael Gale
Librarian
The Queen's Foundation

Let your light shine:
using library collections to help raise the library's profile.

This article comes from the presentation given at the 2016 ABTAPL conference where I spoke about ways to use your collection to raise the profile of both your library and institution.

Just as with the presentation this article will be providing a general outline or guide to help you ask the questions which will hopefully help you find the answers that are appropriate to your particular situation.

It would be an impossible task to try and provide a step by step guide on how to raise the profile of your library because whilst theological libraries exist essentially for the same purpose of supporting theological education and research, how undertake this work is dependent on the circumstances which are unique to each of our institutions.

There is variation in the size of collections, types of collections, staff numbers, the level of connection and support from our institutions, student attendance patterns, money and time to name but a few. But even with this variation in our circumstances all of us have an ongoing need to advocate on behalf of our libraries in environments of ever increasing pressures on resources such as space and money.

Why bother?

Given that many of us are sole librarians in institutions that already expect us to perform miracles with limited resources you may be wondering, in the midst of all the other tasks on your to do list why bother trying to promote the library, "it's just more work". But I would like to suggest that whilst raising the profile of your library is more work, it is also essential work for the following reasons.

1. It raises the profile of the library and institution, making it more visible which in turn helps people better understand why the library is an important part of the institution.

2. Other people advocating on behalf of and promoting the library - once people catch your vision they will in turn start speaking about the library. Other people advocating on your behalf is always more effective than the lone voice of the librarian.

3. It is easier to get help from others if people understand the part the library plays in the institution.

4. The library will increasingly become integral to the institution rather than an add on, which helps to secure the future of the library and collections.

If other people recognise the library's value it will be further down the list of disposable assets.

What makes your library unique?

Even though we are similar in our purpose, each library and collection also has unique aspects which are what you need to identify and promote. These will differ for each library but the unique qualities of your library maybe as follows:

1. In your institution…… Access to resources, Type of resources, Space, Professional knowledge

2. In your denomination…… Historical information, Unique items, significant documents

3. In your profession…… What makes you different to the rest of us?

4. In what other ways are you unique?

Who is your audience?

When looking at how to promote your library it is very important to identify who you are talking to and adjusting what you are saying accordingly. What sparks the interest of a tutor for pastoral studies maybe different to that of a student or external researcher. Listen to those around you and once you know what their passion is tell them about items you have that are in their area of interest.

1. Inside your institution….. Staff, students, visiting academics, conference guests

2. Inside your denomination….. Denominational staff, local clergy, not so local clergy

3. Inside other communities….. Larger university, faith communities

4. Wider community….. Schools, general public, local churches, community groups……

5. Who else?

Ways to raise your profile

There are an infinite amount of ways that you can raise the profile of your collection, library and institution. The resources you have available will shape how you promote your collection for example an exhibition can vary from 5 books to and entire professional display

1. Exhibitions …. lunchtime, termly, subject based

2. Events…. offer the library as a space for an event, run events - book launches, meet the author, book clubs

3. Support college events…. Open days, information evenings, graduation, summer schools

4. Support college teaching…. Find connections between the collection and the subjects taught and offer items for use in tutorials or classes

5. Support events outside your college…. Local community, denominational, other points of connection

6. Social media

7. What else?

What next

It is now that the theory becomes practice. Use the questions above to list what makes your library unique, who your audiences are and what resources you have available to use. Once you have these things listed start thinking about what types of outreach events would be appropriate for you, your library and your institution.

After you have all this information you need to make a plan outlining what you are going to do. Then share your plan, simply by talking about what you are planning you are already raising the profile of the library.

When you have you first event planned use all the avenues at your disposal to advertise it, posters, book marks, postcards, social media, emails, newsletters, press releases to various appropriate external media outlets, and word of mouth.

Then do it! And do it again and again and again. It is not going to be something that changes overnight, as we are all aware institutional culture moves as fast as a turning tanker, but if you are consistent in promoting the library people will begin to notice.

Be bold, be creative, be assertive and proudly advocate and promote the library. As the librarian you are the best person to tell people how fantastic your library is, so go for it!

Emma Walsh
Librarian
Regent's Park College

Digital Content Store (DCS) Update

In the *Bulletin* for Spring 2016 I wrote about the development by the Copyright Licensing Agency (CLA) of a Digital Content Store (DCS). I'm very glad to report that the DCS is up and running and has recently recorded its millionth download.

To remind you: the DCS is a storage and delivery system for material scanned for student use under the terms of the CLA's Higher Education Licence. The interface allows users to search for the bibliographical details of a book or journal article, check that it is covered under the licence and assign it to a module. You then upload a scan to the DCS - or you can use a scan already there if it matches the extract you are after. A link is generated which may be distributed to students in any suitable way – e.g. on a VLE.

I was keen to implement this at St John's – chiefly to avoid the tedious task of sending an annual report to the CLA detailing what we had made available. It also looked likely to simplify the process of fulfilling scanning requests from academic colleagues. The main issue that was going to cause problems for us was authentication. When the DCS went live it allowed authentication via OpenAthens, Shibboleth or IP address. (EZproxy is now working for some institutions.) IP address was no use for our large cohort of distance learners and we had neither OpenAthens nor Shibboleth. Then I found out that the Shibboleth software is free. My wonderful technical manager took on the task of setting up Shibboleth authentication for our students and staff. I am delighted that we are now one of the 71 higher education institutions that use the DCS.

Has it worked? Yes, very well indeed. The interface is clear and easy to use. The CLA has been very good at providing information about the project through regular webinars and email updates. The technical support is excellent – replies are swift, helpful and somehow manage to avoid implying I have done something silly even when I have. I can exercise more control over what goes on the VLE – I have set up an online request form for academic colleagues' scanning requests, and most of them ask me to put the links onto the VLE, though they can do it themselves if they wish to. The DCS even generates cover sheets automatically so there is no need for us to worry about adding them to scans. I have had no adverse comments from students or staff about the new system. And no annual reporting …

There is the added bonus that with Shibboleth in place we can use it as our authentication for other resources such as online journals – removing the need for separate usernames and passwords for each resource.

Are there drawbacks? It does apparently take significant technical expertise to set up the Shibboleth authentication – I could not have done it myself. The initial uploading of our existing scans was a major project over last summer – I had around 400 items to identify, check and add to the DCS by bulk upload – but that was a "one-off" event. It may also be true that if academic colleagues have been used to uploading their own pdfs to the VLE, some re-education may be necessary. But overall I'd strongly recommend the DCS – it is a real improvement on the previous system and makes my life so much easier.

Amanda Hodgson
St John's School of Mission

For information on the DCS go to
https://www.cla.co.uk/digital-content-store

From Our Own Correspondent: Chris Leftley

I was recently lucky enough to have holidays in Kuala Lumpur and Athens.

While I was there, I spent a half-day at the Islamic Arts Museum of Malaysia (IAMM), and spotted that they had a Scholar's Library. Despite not having an appointment, I talked my way in and had a very pleasant thirty minutes with Cis Salmiah Jusoh, the Library Manager. I was interested to see how different library life would be in tropical Malaysia, 6,500 miles away - but it turns out, it's just the same: fighting for every penny/ringgit to be able to spend, late return of books, understaffing – I felt very much at home.

The Library has around 18,000 titles, including new IAMM publications, rare books, scholarly journals, reference, and special collections. The last contains rare books, out-of-print, photographs and audiovisual materials. Technology includes an online catalogue (classified to LC), printing and scanning workstations, and there is plenty of study space – fortunately air-conditioned, which is crucial! See for yourself at www.iamm.org.my

Well worth a visit if you ever get to that part of the world.

Another Library, though slightly older, is Hadrian's, in Athens. Now in ruins, it was built in A.D. 132 by Emperor Hadrian, was destroyed by the Herulae in A.D. 267, and was subsequently incorporated into the Late Roman fortification wall. It was repaired by the Roman Eparchus Herculius in A.D. 412, and in the 5th century the quatrefoil building of the Early Christian church was constructed in the centre of the peristyle court. After its destruction, a three-aisled basilica was erected on its ruins in the 7th century, which was in turn superseded by the single-aisled church of Megale Panaghia, in the 11th century.

During the Turkish occupation it became the seat of the Voevode (Governor) and in 1835, the barracks of King Otho were erected in the place of the Voevodalik.

For the architecturally inclined… The rectangular building of the Library comprises a Corinthian propylon on the west side, an open peristyle courtyard, three projecting conches on each of the long sides, a library, study and lecture halls.

It was clearly very impressive in its day – see it now at http://odysseus.culture.gr/h/3/eh351.jsp?obj_id=2370

Chris Leftley
Librarian, Wycliffe Hall and Wolfson College

Nurturing and Supporting Research: the Foster Project

This is a story of how a short exchange in an information literacy session turned into a postgraduate project for one of our students, and how the Library benefited from the project.

Every year I run information literacy sessions for the second year Theology and Religion students before they start on the research over the summer. Part of the session focuses on important resources in Theology, but I know that some students need to know about resources in other disciplines, e.g. Philosophy, History, Sociology etc, so towards the end of the session I have a quick chat with each student.

And that's how I met Ed in June 2014, who told me that he was interested in early church history, particularly early Christian architecture. I was able to tell him that we had many books on that topic as the Library has a special fund endowed by a former member of library staff. This was Ed's first introduction to Mr Ian Foster and the Foster collection.

Mr Foster was Keeper of the Oriental Books in Durham University from 1958 to 1973. When he died in 1978 he left a substantial legacy for the purchase of books and journals relating to:

- Early Christian art, architecture, archaeology, liturgy and church organisation) in medieval Europe and the Byzantine Empire.

- Early Jewish art and archaeology of relevance for the study of early Christian worship.

- Non-Christian Latin and Greek studies with similar relevance.

Mr Foster also left an archive of notes and some drafts of illustrated lectures he'd given to the *Architectural and Archaeological Society of Durham and Northumberland* in the 1960s. This was in a largely unsorted state in our Palace Green Library.

Ed was interested enough at that point to go to the archives in Palace Green Library and he had a look at the papers, slides and files. He spoke to Dr Ian Doyle, an elderly retired colleague and the executor of Foster's estate, who had administered the funds to buy relevant books and journals for the Library over many years. Ed emailed me a few days later:

> "I was given access to the unpublished lectures and slides by Dr Doyle who was really pleased to see interest in the topic. There is an awful lot there - I think it must have been for a book on Early Christian Architecture"

In the summer term of his second year Ed sorted through the boxes and created a basic inventory. Having realised the extent of the project (way beyond an undergraduate dissertation) and with the encouragement of staff in the Theology department Ed wrote a research proposal for an MA, to edit and write a dissertation on the Foster Papers. He emailed me the draft proposal in November 2014 – a very full and persuasive account of why he would like to research the life, work and legacy of Mr Foster, who was a very erudite but rather eccentric character. We met to discuss the proposal and I was able to put him in touch with some retired library colleagues who had known Foster. Ed followed up the leads and got more and more interested. All this was while Ed was in his final year and working on another topic for his undergraduate dissertation!

In early 2015 Ed began applying for grants and scholarships to support the proposed MA. I already had the full backing of the University Librarian that we would do what we could to assist him, because it would benefit the Library by putting the archive in order and shedding new light on the scholarly work of a former colleague.

Ed graduated with a first and immediately set about getting everything in place to start working on the Foster papers. The department awarded him a scholarship to cover his fees, and his College offered him a place as residential tutor. He also had strong support from the Chairman of the Foster Bookfund Committee, a group set up to oversee the use of the legacy. One of my roles is as Secretary of that committee and because of this I was able to make the necessary connections from the first time I spoke to Ed.

The Foster papers, 35mm slides, photo albums and postcards were in 6 big archive boxes, housed at Palace Green Library. From September 2015 Ed needed ready access to them and he needed to work in a secure lockable space. I asked the University Librarian if we could let Ed use a former staff office in the Bill Bryson Library. It was quite a big commitment – Ed would need it for a year so the Library would lose a valuable meeting space – but fortunately the Librarian agreed and the boxes were transferred. I worked with Ed to make the office a good working environment and I got lots of manila folders so that Ed could sort the papers properly. Then over the succeeding weeks and months I popped up to see him regularly, helped with literature searches, answered questions, read drafts, and put him in contact with former colleagues. It was only a small part of my work but it was very rewarding to be so close to this research project.

Ed's original plan was to:

1. Provide a brief biographical study and outline of Foster and his life.

2. Describe the methodological problems and issues encountered in arranging the material and how they were overcome.

3. Provide a summary of the content of the lectures. Outline what Foster found and his conclusions.

4. Evaluate with the added backdrop of modern research and critically assess Foster's conclusions.

But as the project progressed Ed was drawn beyond Foster's work to the wider context of the history of the School of Oriental Studies in Durham. That involved him ploughing through runs of Library annual reports and tracing and reading old government publications. Between us we tracked down former staff of the School, and Ed contacted and interviewed them, gathering many stories and anecdotes, some of which he was able to include in his dissertation. He was also deciphering Foster's handwriting and transcribing the lecture notes, trying to piece together the illustrated talks which Foster had given in the 1960s.

Ed's work was so impressive that his Head of Department granted permission for him to change from an MA to an M.Litt, which gave him a longer submission period. By September 2016 he had put the papers, slides and photos into good order, recreated the lectures and had largely written the dissertation. He shed new insight into the life and work of a true Durham character, and recounted the previously untold story of Oriental Studies in Durham, but there were still many unanswered questions.

Ed is currently studying in Tubingen, one of Durham's partner universities. His dissertation is due to be submitted later this year, but he's told me that there's a possibility that he may continue to a PhD by studying for a further year, looking at more sophisticated and detailed issues of research, editorial methods and bibliography. He has also contacted a local publisher with a view to turning the local history section into a book. Some older people in Durham still remember Mr Foster as an eccentric librarian and it would be good to put that impression into the context of his scholarly life.

Some reflections... You often don't know the impact you make – in this case it was great to see such a successful outcome from a brief and routine encounter. Fortunately I knew we had extensive research resources in this very specific subject area and was able to help him get started. And Ed wasn't afraid to ask questions, follow up leads and create opportunities as he explored the material. It was particularly satisfying that Ed was supported from 3 different angles – Department, College and Library.

Durham is rich in Special Collections, offering wonderful research opportunities, but even small institutions may have a named collection or archive which could provide a research opportunity. You just need to make the connections. And if the research benefits the Library or the institution as well as the student – so much the better!

Christine Purcell
Durham University

The Revd Geraldine Coldham, 1935-2017

Geraldine was the first professional Librarian of the British & Foreign Bible Society, who left in 1976 to undertake a degree at Durham and subsequently was ordained, firstly as a Deaconess, and then in 1994 as one of the first women priests in the Church of England.

When Geraldine first joined the Bible Society the Library was administered by the Editorial/Translations Department, in a parallel situation with an Oxbridge College where the head of the Department was the titular Librarian with an Assistant Librarian responsible for the day-to-day running. Geraldine's predecessor, Miss D.G. Dance compiled a *Catalogue of Oceania Scriptures*, published by the Society in typescript in 1963 and Geraldine followed this with the two-volume *A Bibliography of Scriptures in African Languages* in 1966, again in typescript mimeograph. In the same year she was elected a Fellow of Library Association. On Miss Dance's retirement Geraldine succeeded to the Assistant Librarianship, but when Canon R.W. F. Wootton became the Translations Secretary he relinquished the Librarian's title and any role and Geraldine became Librarian *de jure* as well as *de facto*. Her other contributions to bibliography included input to the annual *Scriptures of the World* and the *Book of a Thousand Tongues*, the second edition of which appeared in 1972, as well as preparations for a third edition which remained unpublished. Her final publication before leaving the Society was the *Historical catalogue of printed Christian scriptures in the languages of the Indian sub-continent* which was published in 1976.

Geraldine was a great supporter of ABTAPL, though she did not hold office (as far as I remember), but she was insistent when I succeeded her, that the connection was important and must be maintained. She hosted at least one AGM/visit in Queen Victoria Street and contributed to the *Bulletin*.

After taking her BA in 1980 she studied a further 2 years at Cranmer Hall in Durham and was ordained Deaconess in 1983. She served in this role at South Normanton until 1987 when she became a Deacon; later that year she moved to become Parish Deacon at Barking until 1990 when she moved to Stifford. It was here that was ordained a priest and became the Curate of the parish. In 1995 she retired and moved to Cheltenham, where she had Permission To Officiate in Gloucester Diocese. She died on 29th January, shortly after moving to a care home.

Alan F. Jesson
Bible Society's Librarian 1976-1999