

BULLETIN

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Letters

Dear Editor,

I wonder if you could bring the following to the attention of ABTAPL members and friends, deprived of access to theological libraries and/or resources during the present calamity? It concerns the [Sharing the Word ELibrary](#), a growing resource of some 12,500 full text open source books, journal articles, theses, essays, church documents and other media, compiled since 2014 for the benefit of poorly resourced Catholic seminaries in the majority world, but now beginning to attract users both lay and clerical in many countries as well, especially in Australia. It has been compiled under the auspices of Catholic Mission (Australia) and the Pontifical Society of St. Peter the Apostle, by myself, a retired theological librarian (Catholic Institute of Sydney), with many years of post-retirement experience in reorganizing, automating and cataloguing seminary libraries in the majority world. The ELibrary is built as a Koha library, in which each bibliographical item is fully catalogued and thus accessible in multiple ways (LC subject headings, tags, contents lists, abstracts, etc.). It is a growing resource, only limited by the strictures of copyright, but nevertheless a surprisingly rich resource worth examining. Its OPAC opening page provides direct access to many alternative free resources as well. Contact details for further information, suggestions for additions, etc. are provided on said page.

Yours in service,

Hans C. Arns
Sharing the Word Project



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The cover photo, from Melody Mazuk, shows library training
in progress at CLTC in Papua New Guinea; see her article on p9.

DATES FOR YOUR DIARY

Apologies that we cannot be definite about future plans,
but we live in strange times!

2020 ABTAPL AUTUMN CONFERENCE

This will be an online conference, via zoom,
on 5th November at 1.00. Further details
will be announced nearer the time,
but we hope to include a CPD element
related to the use of online resources.

2020 ABTAPL AUTUMN TRAINING

We are looking at the possibility of holding an online
training session towards the end of November.
Further details to be announced.

2021 ABTAPL SPRING CONFERENCE & AGM

We are still expecting the conference to be based in Cardiff.
It is possible that the conference will be held in July
rather than just before Easter; further details
will be announced as soon as we have them.

Editorial

Some issues of the Bulletin have a theme running throughout all the contributions; even if sometimes the theme has only been identified after the papers have been put together! There is no such theme in this issue. Without the usual papers from a Spring conference, the various contributions in this issue are a lot more miscellaneous in the topics they cover. George MacDonald once put a collection of rather random essays together under the title ‘Orts’, an old word meaning ‘scraps’; but, he was keen to emphasize, these were not ‘valueless scraps’ but ‘the results of by no means trifling labour.’ The same is true for this issue; although rather a random collection, they are the results of ‘by no means trifling labour’ and I am grateful to all those who have made the effort to contribute.

The next issue will be published in early December; at least, it will be if enough people take up their pens and send me a contribution! It was suggested at our recent ABTAPL committee meeting that it would be good to share reflections about our experiences of coping with COVID-19, so if writing an article is too much for you feel free to write just a few lines or a couple of paragraphs about your experiences (whether furloughed, working from home or in your usual place of work), what you have learned, lessons for the future – etc! I will put them together into a tapestry of COVID experiences!

Of course, I’m also happy to receive longer articles about anything relevant to books or librarianship that you think would be useful to share with your colleagues.

Meanwhile, stay safe!

Richard Johnson
(editor)

A Message from the Chair

Sending greetings to our 129 (as of August 2020) members. And a special welcome to the seven institutions, and two personal members who are new for 2020. We are very glad to have you as part of our Association.

We have all been affected by COVID-19, and most of us will know of someone who has tragically lost their lives. Nobody's role has been untouched either, with some of us on reduced time and some part of the government's job retention scheme, or furlough.

When I returned to the library after three months on furlough due to the Coronavirus I was delighted to find that ABTAPL was not only running smoothly, but that extra online activities had been added. All the usual 'inter-library loans' of journal article scans had been happening – thankfully there were sufficient libraries still open and librarians in post. For those not familiar with our article scanning service to one another, requests are made via the ABTAPL JiscMail account. You can subscribe on the ABTAPL web site <https://abtapl.org.uk/> click on 'Discussion List' then <http://www.jiscmail.ac.uk/lists/abtapl.html>. This is also where members can ask their colleagues questions to do with librarianship, online resources, journal subscriptions etc. Don't worry that the query might be too simple – there could be several other librarians who will be helped by the answer. It is incredibly encouraging how swiftly and generously librarians share their knowledge. Thank you to all our members. Just be aware that this JiscMail account holds members who are not British so will have different copyright law etc, and there are also publishers and distributors on the list.

The added online activities to do with authentication and fundraising which happened during lockdown were extremely pertinent to the current situation where our users need to be able to access online resources, and many of our institutions are having their finances severely strained.

Most of our activity within ABTAPL will need to be online for a while. We were extremely disappointed that we could not meet together for our Spring Conference. We are hoping this will be possible in 2021, and with that in mind are exploring pushing the dates for the residential conference forward into the summer. While much can be achieved online, there is definitely great value in mingling with each other at these events, and this was borne out in the training survey carried out earlier in the year. The overriding benefit according to the survey results was the networking that gathering together provides.

Our 2020 AGM, which should have happened during the cancelled Spring Conference, will need to take place online this year. But this means that, potentially, we can have greater participation from the membership. We are aiming to combine it with some valuable input on the vast array of online resources, and which might be most useful for our users. Look out for the members-only emails.

The way we re-open our libraries will look different in every situation. There will be one-way systems, quarantining of books, rights of way through ‘pinch points’ – and one of the many challenges will be to manage users’ expectations. It is difficult to limit access. Let’s hope it is not for much longer.

On a personal note, despite the horror of the pandemic, it was actually a privilege to be able to step aside from full-time work for three months, and half of the 90,000+ words of the rough first draft of my book got written. It is about the fascinating (to me at least) woman who had the mansion built where the Elim Church’s offices are. Regents Theological College library is in what were Lady Howard de Walden’s stables.

Let’s keep in touch, vis JiscMail. It is more important now than ever.

Sally Gibbs
Chair, ABTAPL

Theological education after Coronavirus

What will the theological education world look like when coronavirus is finally conquered? The virus may well be around in some form for years, disrupting life in different ways. However, there will come a time when life returns to mostly normal but probably never quite the same. What will we see in our area of work after Covid 19? There are so many imponderables and future predictions are regularly wrong but we know a number of things will be different in society. We just don't know how those differences in society will impact on theological education.

Firstly, the virus social distancing requirements have shown how effective it is to keep in touch and teach via the internet. Covid 19 came at just the right time to show this, when such powerful and effective programmes as Skype, Zoom and Team are available and most universities, colleges and seminaries already had up and running a Virtual Learning Environment (VLE). Already there is speculation that university students, having experienced home teaching will look more for cheaper and more convenient on line courses across subjects and disciplines. Theological education has been gearing up for more extensive on line working than much of the HE sector for some years, often because of financial and contextual pressures already in the system. Can we expect a radical change for colleges and seminaries towards this in order to survive?

Secondly, there will almost certainly be a world-wide recession and this will mean fewer jobs around and less money in the pockets of ordinary citizens. After going through a period of reasonable stability, colleges and seminaries were already suffering financially before coronavirus and this will surely increase financial pressure on a number of colleges who are already hardly making ends meet. All rely on donations which will be harder for the ordinary Christian supporter to make, all rely on student numbers which may be difficult to keep up and some rely on endowments which will be worth less.

Thirdly, we can expect a growing divide between the developed world and the developing world. Many see this happening because, in much of the developing world, it is so hard to practice social distancing, very difficult for governments to pour money into their economies and inadequate health systems will find it especially hard to cope. All this when the western world is more pre-occupied with its own problems. This has the potential to increase the world divide in theological education as to where the power is, where the students come from, how it is funded, even as to ability of students in disadvantaged areas to participate in internet-based schemes.

Fourthly, it is likely that we will face a mood change in society. Precisely what this will be is hard to predict. Will there be a desire for togetherness and caring for each other? A search for older values in face of the shock of our individual and collective vulnerability? A desire to value workers and people in general not by their riches but by their contribution to society and others? Or will there be a release in a greater hedonist, selfish lifestyle? And where will the churches be in this new mood? Will they be respected more or be seen as less relevant? Will they grow or decline? At the moment, most would say that the health workers rather than the Christians are the heroes.

So, what will all this mean for TE? Maybe this is not the most important question given the uncertainties. **The best question is probably “What can we do to keep theological education on track and prospering in these new and difficult times?”** Here are a few suggestions:

1. We continue to embrace internet delivery but fight hard against it becoming the exclusive system or the norm in theological education. It is doubtless best in certain circumstances but, if the present isolation has taught us anything, it is that human beings need to literally and physically be together and, I would add, especially when they are learning.
2. We brace ourselves for money problems in the middle future. Colleges and seminaries in difficulties now will face

even more in the next year or two and the sector will probably go through one of its periodic lean times. The hardest thing of all (but the most necessary of all) in such times is to maintain our mission statement and full set of objectives, to serve church and world by developing students intellectually, spiritually/character-wise and in ability to serve God with their lives.

3. We renew our vision of a theological education without borders, keeping and developing our inter-connectedness between nations and cultures. This may mean finding new ways to make those connections, new ways to serve, especially needy situations, new ways to even up an increasingly un-even world. For all its problems, the West will still be the rich that need to help the poor – especially in theological education.
4. We see ourselves as serving the church, as always, but also, especially in these unusual times, we must see ourselves as working on the interface between the church and the world. Theological education colleges and seminaries should not view themselves as institutions separated from the world by the intermediary of the church they serve. Our students will have to be people who, in their task of mission by Word and deed, genuinely relate to the coming world mood, not shout old slogans from a distance.

Predictions of the future are usually wrong, but determinations to do what we can in a difficult situation are always right.

Graham Cheesman
Previously principal of Belfast Bible College
and teacher and writer in theological education.

Build Capacity in Libraries: part 1

Those four words, *Build Capacity in Libraries*, were my 'job description' when I left my post as Library Director and Professor at a medium-sized seminary in the US to become a global theological librarian under the auspices of a Christian non-profit organization, based in Vancouver, Canada. This group, reSource Leadership International, is affiliated with five sister organizations under the bigger umbrella known as the Overseas Council.

In other words, I had more-or-less a blank slate to create my own job. As I began visiting libraries in reSource's partner schools to assess with them their library, including (but not limited to) the collection, the staff, and the space, excitement grew about the possibilities, but reality hit hard. This was a big job, with no defined Finish Line. The work of most of the Overseas Council regions is focused in the Majority World, and while the organizations are geographically distanced, there is a fair amount of 'crossover' among the groups. However, there was, in the beginning, only one librarian (me) to visit, assess, plan, and teach. And of course, there were (and are) always the limitations of time and funds.

I am going to tell you about two different library projects that I undertook, both of which were results of conversations I had with individuals attending meetings where I was also an attendee. The first story starts in Manila, the Philippines, where I was attending one of the Overseas Council's regional Institutes.

At these 4 day Institutes, which were at that time held annually in each of the six regions of OC, two representatives from partner schools in the region were invited to attend. Typically, either the President/Principal or Dean and a teaching faculty member are the attendees. During one of the meals, I sat next to a man who had a large serving of chicken on his plate. After a few minutes, he asked why I wasn't eating any chicken, and I replied that I really preferred to eat vegetables. So he asked if I ate eggs. Well, yes. And that's how the conversation about his school started. He told me that his school was made possible, that is funded, largely by chickens. He went on

to tell me that Christian Leaders Training College (CLTC), in the Western Highlands of Papua New Guinea ran one of the largest poultry farms in the Pacific Islands. In addition to selling eggs, they sold thousands and thousands of baby chicks that would become egg producers and thus sources of income for individuals and small businesses. A fascinating story! Isaiah told me I needed to come see it for myself and while I was there I could advise them about their library.

I thought about that conversation many times over the next months, as I visited several other schools in Asia and the Caribbean and worked with them. This sometimes meant helping train individuals, almost always student spouses, to do various kinds of library work, including basic cataloging and classification, as well as book repair. It always also included a review of the school's curriculum and every course's syllabus, in order to look objectively at the library's collection to try to determine if it was, in fact, supporting the curriculum. In every school I have visited, the question of contextual relevancy within the library's collection was one of the key factors for evaluation.

Finally, after almost a year of planning and dreaming (some might say scheming), the opportunity to visit CLTC became a reality. Frequent flyers miles are a good thing. My initial visit was with three other people, all part of the Overseas Council Australia (OCA) leadership team. They were visiting in order to see and understand how their investment in the training of future faculty for the school was being realized. Part of that investment was helping to develop a Masters degree programme, in which future faculty members for the certificate and baccalaureate programmes could be trained.

CLTC envisioned a 'hub and spoke' system, whereby 10 feeder schools would be established across the country, to offer certificate level training to local pastors. Some of the graduates would then come along to the main campus for training at the Bachelors level, and then a small number of those Bachelors student graduates would continue on to the Masters programme. Those graduates would then go back to teach in the certificate programmes.

OCA also committed to funding the PhD studies of three graduates from the Masters programme, with the agreement that they would return to CLTC as faculty members. The end goal is a fully indigenous faculty, and I am quite happy to write that the goal line hasn't moved. Two of the three students have returned and are teaching, with the third anticipating a return next academic year.

After the initial visit, I returned 3 times, for 4-6 weeks each trip, to train and work alongside the graduate (BTh) who had been selected to serve as the Librarian. During the first visit, the primary task was teaching the fundamentals of cataloging and classification, which was a monumental challenge, particularly since the primary tool was a very well-worn copy of DDC1! Nevertheless, we persevered.

At the same time, I undertook a deselection process of identifying and suggesting for withdrawal a substantial number of completely out of scope titles. There is no room for expansion of the existing library facility, and new books were needed to support the growing Masters programme. This process was not a popular decision with the Principal, and eventually (after I was gone), all the books were put back in their places on the shelves or sent to one of the feeder schools, in case they might be useful there (n.b. I still do not understand how chemistry textbooks from the 1950s could ever be of any use in a theological library!).

CLTC had received a library from a school in Australia that had closed, and during my second visit my primary task was sort this and to create individual libraries for each of the 10 feeder schools. This was a massive undertaking, which I did not complete until my third (and final) trip.

The third trip had a primary focus of training the 10 individuals who would be responsible for the library collections in each of the feeder schools. A wonderful retired accountant from Sydney, Australia, who had a long-time relationship with CLTC, joined me during 2 of the weeks, so we could set up computers with the (more or less) home-grown library software and create a training manual that each

of the individuals could take home with them. Robyn was tireless in her efforts to work individually with each person. We split them into two groups of 5, and I taught each module of the software, first to one group, then the other. Robyn then worked with each person individually, while I finished the allocation of the books. When they left, each took a fully operational computer, loaded with the library software, as well as a self-guided 'refresher course' for how to use it. In addition, they took both Robyn's and my email addresses, and we fielded questions for the next few months.

I have remained in contact with the librarian at each of the three CLTC campuses, as well as the Deans. All of the feeder schools did not flourish, but overall, the school as a whole is doing very well and is now 90% staffed (faculty and administration) by nationals.

Part 2 concerns a very different school. That story started in Nairobi, Kenya.



Build Capacity in Libraries: part 2

The triennial meeting of ICETE (International Council on Evangelical Theological Education), held in Nairobi, Kenya, in 2012, was an incredible moment for me, with various streams of my life and interests coming together. It was an opportunity to return to the campus of Africa International University, after a visit several years earlier to the Nairobi Evangelical Graduate Theological Seminary (now part of AIU), to assess their library collection as they were preparing to launch a PhD programme. The ICETE meeting provides a venue for theological educators from many parts of the world to gather and share ideas, dream dreams, and launch new collaborative projects. I was there primarily in my role as Global Theological Library consultant with reSource Leadership International / Overseas Council, but I always have on the hat of researcher of and advocate for anti-human trafficking efforts. It was in that capacity that I found myself at a table with six other women, each of us from a different region of the world and each deeply committed to the work of bringing humans out of trafficked situations. Each had our own story to tell about the work we were doing, and we knew we would and could learn from each other. Midway through the meal, Myrto Theocharous, that morning's plenary speaker, said to me, "someone told me you are a librarian. Is that true?" That was a much easier question to answer than some of the others I had been asked that day! She asked if we could fix a time to meet and talk about her school's library and a rather substantial gift collection they had been given.

Later that day, over a cup of some of the best coffee in the world, at the Java House, Myrto told me her story. She is from Cyprus and studied at the Greek Bible College, where she now also teaches. She went to Wheaton, Illinois, to study for her Master's degree and became deeply immersed in Hebrew and Hebrew Bible studies. The next part of her journey was to Cambridge, England, as a Langham Scholar, where she studied with Robert Gordon, Regius Professor of Hebrew. Langham Scholars are supported through their PhD studies by the Langham Foundation; one of several requirements upon completion of their degrees is that they return to their home

countries to teach for a specified period of time (normally 2-3 years). Myrto returned to Greek Bible College in Pikermi (Athens), Greece, to teach. She also works with the New Life Center, a ministry that works to help rescue trafficked women and children who have been brought to Athens to work in the sex trades. Myrto has had a profound impact both at the school and beyond, as she is regularly invited to deliver lectures (in both Greek and English). Just before the meeting in Nairobi, Robert Gordon had donated his entire personal library to the Greek Bible College. And it was at the school, waiting to be unpacked. The problem? They had no one who could catalogue and process the collection.

This is what Myrto wanted to talk about. Her direct question to me: "Can you help?" As these things happen, I was scheduled to be working in a library in Beirut in the not-too-distant future, so I was able to add a short visit to Athens as a part of the trip. During that visit, together with Myrto and other faculty at the school, I drafted a plan for how we might make this project a reality. Many emails and Skype calls later, we had a plan in place. Carol Reekie, then ABTAPL President and BETH Secretary, Eileen Crawford, an ATLA and BETH Member, and I met in Athens and settled in to work. We catalogued and processed almost 2000 books in that first visit, and the working relationship and friendships have continued to this day. In subsequent years, both Eileen and I have gone back to continue reclassifying the existing collection from a modified Dewey Decimal system to Library of Congress, while also training a student, Olga Politi, to do all manner of library work. Olga has since completed her studies at GrBC, as well as a Masters Degree in Theology from Union School of Theology. She is serving very effectively as Librarian at Greek Bible College, and she has completed the reclassification project. In her early days and months of doing the work, she emailed Eileen or me very regularly with questions. Now, we might get a question every two months or so. Thus, in addition to building capacity in the collection, we also helped build capacity in the library staff.

Melody Mazuk

ABTAPL Fundraising Workshop

On 23rd June, ten ABTAPL members from eight libraries dialled into Zoom for a ‘whistle-stop tour’ of the world of fundraising. Our instructor was Jo Boardman, a fundraising consultant who has worked with The National Archives, Hampshire Cultural Trust, Prosper North and multiple other organisations. Jo was really enthusiastic, approachable and helpful, and I’m sure we all appreciated her willingness to share so many insider tips with us.

The session started with a rundown of the five main types of fundraising: gifts/philanthropy, grants, loans/investments, the structured market (contracts and sponsorship), and the open market (trading). We discussed the pros and cons of each variety, learning that grants are best for clearly defined projects, philanthropy and the consumer markets raise your profile, and loans are a last resort to ‘fund the unfundable’. The ideal way to future-proof your library is to obtain several of the five types but, whichever you opt for, Jo emphasised the importance of targeting your efforts. Firing off requests haphazardly is unlikely to bring success; you need to approach organisations whose interests align with your own and take the trouble to build strong relationships.

After a quick quiz to check that we had understood the five types of fundraising, Jo moved onto a series of general do’s and don’ts. First, she encouraged us to write a ‘Case for Support’ for our libraries. A Case for Support is a document that explains to people who know nothing about your library why you need funding, what you would do with funds received, how your actions would impact your users, how much these actions would cost, and what added value you bring to your community. Next, we learnt the usefulness of writing an internal Fundraising Strategy to refine our plans and get our colleagues on board. Finally, we had a brief discussion about the features of a successful grant application (clear, carefully proofread, tailored to the funder’s interests) and discovered the power of the ‘elevator pitch’ to grab a funder’s attention.

Unfortunately, time limitations meant we needed to stop there, but Jo had lots more content she was happy to share with us via email. Her templates for the Case for Support and elevator pitch, and list of organisations offering funding and advice during Covid-19, were invaluable. Attendees were also given the option of booking an ABTAPL-negotiated one-to-one appointment to talk through their libraries' specific challenges.

It was a very useful workshop, which sent us off with lots of ideas on how to gain financial support for our libraries in these difficult times and beyond. On behalf of the attendees, I would like to thank Jo very much for her effort, expertise and assistance.

Jessica Woodward
Pusey House Library

ABTAPL LIS training needs survey

This training needs survey was hosted on Survey Monkey; 24 people responded. Although this figure is a tiny proportion of the overall membership, the answers supplied do give ABTAPL things to consider.

The top 4 experiences are that:

- Almost half have been in post for less than 3 years.
- Most have attended a Spring Conference, valuing it for its CPD, and personal contact, opportunities.
- CPD is impacted by a lack of time, money, and personal circumstances, making online learning preferable.
- The workload of respondents is incredibly high.

One question asked what the main needs were that people had, in order of priority. We used the vocabulary of CILIP's Professional Knowledge and Skills Base (PKSB)¹. Eight people skipped the question; of those who replied, the top training requirements were:

Collaboration and knowledge sharing technology

Strategic planning inc. risk management

Information Management

Classification and taxonomies

Customer service and UX

Operational and work planning

Organisational sector knowledge

People management inc. volunteers

Policy and legal compliance

In the diagram those with the same priority are grouped together through shading.

The next step is to discuss the results at the August ABTAPL committee, and try to work out a workable plan of action.

Thank you to everyone who took the time to complete a form.

Winette Field
ABTAPL Committee

¹ See <https://www.cilip.org.uk/page/PKSB> accessed 3.07.2020

Blue skies over Wetherby

When fellow ABTAPL librarians heard I would be leaving my post at Cliff College for a new one at the British Library, I was asked if I might write a short article, describing the transition. So a few months on, here are my thoughts on the matter!

Contrasting institutions

The two institutions couldn't be much different. Cliff College is a small theological college in a beautiful rural setting in Derbyshire. The library holds just under 40,000 items. The British Library doesn't need too much introduction, but I should clarify that I work at the Boston Spa site, near Wetherby, West Yorkshire, not the St. Pancras site in London. (I have had the pleasure of visiting St. Pancras, and had a tour, including some of the basements, which was wonderful.)

The Boston Spa site, as well as dealing with most of the document supply request, also houses a huge newspaper storage building, which was opened by the Mayor of Leeds in 2015.

Contrasting roles

When I was Cliff College's librarian, I had wide variety of tasks, wearing many hats, from Academic Liaison Librarian, to Head of Circulation Services, to shelver, although happily I had an excellent part-time library assistant most of the time. I got to know many of the Cliff students quite well, from part-time PhD students to short course students, and some of the locally-based external readers too. It was rewarding to see them progress on their academic and spiritual journeys during the 2 and a half years that I worked there. I became well-acquainted with the Cliff College staff; two of my dearest colleagues there were Mr. Clive Taylor and Mr. Russ Houghton, who ran and developed the college archive like no one else could have done. Ask them a question about something that happened at Cliff College in 1930 and they can probably not only tell you the details, but also show you the photograph.

My job at the British Library, which I love, by the way, is within a more narrowly defined sphere. I work in the Serial Acquisitions team, which is part of the larger Content Acquisition & Licensing Team. Many of the periodicals which I accession are in languages other than English and it has been very interesting getting to know what “Volume” and “part” are in at least 10 different languages. I am grateful for Google Translate.

Other tasks include opening and closing orders and subscriptions, dealing with shared stock and liaising with EBSCO. As I am not student or customer facing, and the BL operates flexible working hours I have had the opportunity to vary my hours to fit in with other commitments in my life and to help out with my commute.

I have also been very blessed, in that my new colleagues have been very helpful and kind and have all helped to train up ‘the new girl’. One colleague in particular, my designated “buddy” from the outset, has been unstinting with her time and patience, as I have needed to add new skills and knowledge to my existing experience. There has been a lot to learn. There are also many opportunities to go on short, in-house course and to attend lunchtime talks.

The two working environments

Cliff College is, as noted above, in a beautiful setting. The main reading room in my library had wooden panelling and a spectacular fireplace with a carved panel over the top depicting the Last Supper. I use the words “my library” quite unashamedly, because while I was librarian there, I took ownership and I was proud of the reading and study rooms, of the books and journals, and of the service I ran. The grounds were also a source of great pleasure to me and at lunchtime I could often be found sitting in the rose garden – although probably hoping not to be found, actually – everyone needs a quiet time!

The British Library’s Boston Spa site is large. It has a range of buildings with dates of origin varying from 1940 to 2015. The first buildings were for the Royal Ordnance Munitions Factory.

There are also two walking routes with very good paths plotted out on site so at lunchtime one can walk (or run) laps of either 0.6K or 0.8K. There is various wildlife on-site, including buddleias which attracted an impressive number of butterflies last Summer, wild orchids and rabbits (if you leave the building at dusk, you might see them!)

For any members of staff who want to extend their lunchtime, there are lovely villages all around such as Walton and Boston Spa, or the larger market town of Wetherby can be visited, only two miles along the road from the library.

Opportunities for prayer and fellowship.

At Cliff College, meetings such as Library Committee Meeting are opened in prayer. Unsurprisingly, that does not happen at the British Library. However, the BL *does* have a Christian Fellowship group on both the Boston Spa and the St Pancras sites, and the two “meet up” with each other via the power of technology. There’s also a quiet room available at any time for those who would like to use it.

The people I have met at Christian Fellowship have been very supportive. We spend just 30 minutes together each Wednesday lunchtime, we usually open and close our time with a prayer, and in between we study a passage from the Bible, sharing our thoughts and knowledge as we go. Although we are few in number, we encompass a wide age and various church backgrounds. We are praying that we will add to our number.

Conclusion.

You will see that the two workplaces and the jobs are very different, but overall I am happy with the choice I made. There are many challenges ahead for all of us in libraries – we just need to face them with courage, knowledge and our faith.

Pamela Johnson

Writing the Other Way *Reflections on Alice Sebold, The Lovely Bones*

I was drawn to *The Lovely Bones* by my professional interest: trauma, tragedy, loss, bereavement and the afterlife all rolled into one. So on a front seat at Chichester, when the curtain goes up, we have a 14 year-old Susie, centre-stage, telling us her name and introducing herself with her strap-line: '**If they give you ruled paper write the other way.**' That is all we *know* about her, and within five minutes she has been raped and murdered by a near neighbour. There is no body, the culprit is never found, and for the next two hours we watch how her family and friends react to the tragedy, with Susie always in the background, narrating and commenting on events as from another world, unheard and unseen by the cast, but important to the audience. The presumption is that she is in heaven, but I avoid the word because I don't see it as a story about Heaven, but about Susie and her family.

Start with her strap-line. Here is a child who has grown up in a community where writing on ruled lines was the norm. At 14 she was a mischievous teenager, driven largely by what went on at school, though the the home could not be wholly excluded. She was not an obstreperous rebel. If she had been she would have torn up the paper as well, but as long as she was alive she had an irresistible yen to prick the bubble of normality and to come at life with another perspective.

What grabbed me first was the enormous impact she had had on family and friends in her short life. A frequent question in almost every grieving family is 'Where are they? In Susie's case, no. **Ray**, her steady boyfriend, cannot face the memorial service, choosing instead to sit quietly at home and gaze at her photo . . . , and when even that becomes too much he says he could 'feel her in the air around him'. **Ruth**, a school friend, and also something of a misfit, dreams about her . . . claims that on the day and time of her murder a 'strange feeling' came over her, and on another occasion feels sure she met her one day walking across the cornfield, **Lindsey**, Susie's younger sister, counters Ruth's dreams with nightmares and when

her father opines at one point that people are no longer talking about Susie, Lindsey snaps back, ‘Why would anybody talk about her? She’s everywhere’. **Abigail**, her mother says the same. Then to crown it all, **Grandma Lynn** . . . black-sheep of the family who never got on with her daughter, and even less with her son-in-law, blows in, for the Memorial Service, uninvited and unexpected. Her whole bearing and reputation epitomises someone with a life-time experience of ‘writing across the lines’. You can see where Susie got her genes.

For her parents this was less a story about Susie and more a story about them and their loss, and once Susie was no longer around that normal happy family had morphed into a dysfunctional one. Having coped with the varied vicissitudes of life, where the one with reserves shared them with the other, given a shared crisis they were overwhelmed. They disagree. **Jack** turns in. **Abigail** turns out. Jack lives in the past, searching for the ruled lines. Abigail looks to the future and is more willing to give Susie’s strap-line a chance. Jack’s extremism embarrasses Lindsey who feels neither of them see her. When they look at her they see Susie to such an extent that she can no longer look at herself in a mirror. Jack is anti-police. Abigail pro. Cracks in the relationship begin to show and get deeper to the point where the marriage collapses. **Grandma Lynn’s arrival**, however, untroubled by the dysfunctional family she always thought it was, becomes something of a catalyst. Abrupt with Abigail and dismissive of Jack, she sticks to writing across the lines. Insists on taking Abigail out for a walk to get on neutral territory, shares a family secret which she should have shared with Abigail when she was growing up. She is content to wipe the slate clean for Jack and start from scratch, so that we finish up with positive signs of confession, forgiveness and hope. Susie, seems more content, her **lovely bones** providing the foundation for the renewed family to emerge, and whereas at the beginning we knew nothing, by the end, watching and listening, we know quite a lot. Truly a story of death and resurrection.

Not everyone is going to see the story quite like that but what led me in that direction was a book I had reviewed only a few months

before, *On the Lookout*, by man called **Micklem**. a scholar with a penchant for writing across the lines, so when he realised that the only thing he could be sure off about Jesus was the day he died and that none of the gospel stories had any corroborative evidence, he turned to the Didache which in its oral form predated the gospels and Paul's letters. There he identified a Jesus Movement from a very early time and came to the conclusion that the heart of his ministry was not so much what he said, or even what did; it was the remarkable and indisputable impact he had on those who actually met him. Listening, healing, questioning, accepting, he just seemed to catch the imagination of those who experienced eye-contact. Project that one step further and then turn to the resurrection stories, a longtime problem for **scholars** because they are so different, and for **the general reader** because they are so difficult to explain or believe. Two women in a garden, eleven terrified men hiding in a locked room, failed fishermen after a long night enjoying their breakfast, and finally two men on their way home after all the excitement. And how many more, if only we knew.

So have we spent too much time wrestling with one understanding of resurrection, indefensible for some and inexplicable for others, and missed four specific experiences (and the rest), the like of which are open for us all. Susie knew. At one point she tells us she has discovered there are many different 'heavens', We all have one, and no two are the same, which leaves me wondering as I leave the theatre, 'So who is dead and who is alive?'

Alec Gilmore

Martin Cameron (1955-2019)

It is with deep sorrow that I share with you the sad news that our librarian, Mr Martin Cameron, passed away on 11th June 2019 in the Highland Hospice, Inverness, where he had been for the previous 12 days.

Martin has been a huge part of HTC for the past 20 years, being first employed as our Development Officer towards the end of our time in Elgin, but then slipping into the role of Librarian for most of his 20 years with us, though he always retained his development work with the churches in the USA where he built many wonderful friendships.

Martin was a very special person. He was very much a people-person. He was well-loved by all the staff and loved and appreciated by all the students, both those studying on-campus and those studying at a distance, and often went far beyond the call of duty to accommodate their needs. Over the years, this has been evidenced by the number of times his name appeared in commendations, in validations and national audits of one kind or another, and in the number of occasions when he was nominated by HTC students as 'Support Staff Member of the Year,' as well as twice when he was awarded the UHI Support Staff Member of the Year.

He was a highly talented man. He had an amazing knowledge of Church History and theological writings, but also a great interest in Scottish History more generally. He was an accomplished precentor and also a competent piano player and in these roles often led our praise in our times of worship at college.

Perhaps above all he was a man of God, whose natural graces were developed and honed by his relationship with his risen, living Saviour, Jesus Christ. It is that relationship that made him the 'happy Christian' that he undoubtedly was. He knew how to laugh – heartily – and how to make others laugh too, although sometimes his jokes could be appalling! He was one of the most talented mimics I have ever known. There was scarcely a voice he could not reproduce –

and many was the time he had us all in stitches in the HTC staff room.

He was also a man of prayer, and, as I was sharing with staff as we gathered this morning, he had a wonderful heart of prayer for all involved not just in the college and the churches, but also in the University, and he often prayed for UHI and individuals within it at our weekly staff prayer times.

We weep for our own loss as a college and as friends and colleagues of Martin, but we also weep with his wife, ‘Mags,’ and their three boys (Calum, David and Neil), his sister and family, and the wider family circle in their deep, deep loss, and we hold them in our hearts and prayers, even as we pray that they may be held in the Father’s tender hand.

Naturally, we would have wished it otherwise, but Martin himself has already heard the ‘Well done, good and faithful servant. Enter into the joy of the Lord’. He now rests from his labours and his works follow him, and his Saviour sings songs of joy and love over him.

We will all miss immensely this very human man of God. A prince has fallen in Israel.

Hector Morrison
(Principal, Highland Theological College)

A Tribute to Graham Hedges, FCLIP, 1950-2020



On Friday 15th May 2020, Graham Hedges passed away at Queens Hospital, Romford, at the age of 70.

Graham was born in Aldershot, Hampshire on the 27th April 1950 to Albert and Betty (née Barnes) Hedges. He spent his formative years in Barking, Essex, before moving to Ilford in his late teens. He spent many summers during his childhood on the Isle of Wight, where the Hedges Family originated, exploring the beautiful landscape and forming his very first club, the “I-SPY Patrol”, based on the popular children’s books of that name.

He studied Librarianship at the former Ealing Technical College between 1977-77 and became an Associate of the Library Association (now MCLIP) in 1977. His long career, spanning over 40 years, was spent working for the London Boroughs of Southwark and Wandsworth. He was LASER Assistant and Ref Assistant at Dulwich District Library in Southwark from 1977-1979; Interloans Supervisor at Westhill Library from 1980-2000 and then Senior Assistant Librarian, Battersea Reference Library in Wandsworth from 2001-2011. Graham was elected as an Honorary Fellow of the Chartered Institute of Library and Information Professionals in 2005

for his service to the profession. Upon retirement in 2011, Graham worked as a volunteer Librarian at Westminster Central Hall and the Evangelical Alliance UK until his death.

He was best known in the library profession for his long service with Christians in Library and Information Services (formerly the Librarians' Christian Fellowship) where he was editor of the *Christian Librarian*, secretary of the fellowship and latterly committee secretary.

Graham was 'Mr CLIS', having taken the main burden of the administration of our fellowship from April 1980 until his death and he will be a hard act to follow. I myself have been his colleague in the work for over 40 years, from the day he came on to the then LCF Executive Committee as editor until the present day. He took over as Secretary in 1980 and was the strong right arm in seeing that things got done.

He was efficient, hard-working and zealous for the work. He was a gifted and able writer, as good as many professional journalists, and the CLIS publications would not have been half so interesting or useful without his skills. He also contributed many articles to several different publications. He also seemed to know absolutely everyone and could always think of a speaker or contributor who knew about any given subject. He had a genius for making CLIS events look interesting to those outside the Fellowship, which contributed greatly to its profile in the profession.

Graham was a devoted Christian and had been a member of Barking Baptist Church since the early 1960s, when his family joined the Church. He was actively involved in a number of other Christian organisations. He had a special interest in the links between librarianship, the Christian faith and bringing people together. He had been a Trustee to the Christian Book Promotion Trust, now known as Speaking Volumes, since 1982, helping people to engage in the reading of Christian books. Since his passing, many people have noted that Graham's encouragement, profound faith and his generosity to others was commendable.

A keen literary enthusiast, Graham had more books than shelf space to accommodate his ever-growing collection and found it impossible to resist a book shop. He enjoyed many adventures on his nationwide travels to visit various religious and mythological sights; particularly those steeped in folkloric tales of King Arthur and the Knights of the Round Table, which Graham loved from childhood. As well as visiting historical monuments and the houses of his favourite authors, Graham documented his travels through avid picture taking and never declined a photo opportunity himself. A lover of fantasy novels, he introduced his nieces and nephew to one of his greatest passions: the works of C.S. Lewis and J.R.R. Tolkien, and enjoyed many exciting chats with them about the tales of Narnia and Middle-Earth. He would often enchant them with stories of witches and wizards, instilling a sense of wonder that they all shared in common.

Though somewhat quiet and reserved in his way, he had a sharp wit and intellect, able to joke with spirit, good humour and heart. He never ceased to amaze his family with his incredible recollection for dates and events, names and places - a truly beautiful mind.

He is survived by his brothers Alan & Neil, as well as Alan's wife, Patricia, and their children, Katie & her partner Christof, Megan & her husband Toby, and Jack, his wife Hannah and Graham's great niece, Evie, all of whom will miss him terribly.

A funeral service was held on Thursday 28th May 2020, at Rippleside Cemetery in Barking, and a memorial service is planned for later when the coronavirus restrictions have been lifted.

Richard Waller
(President of CLIS, with contributions from the family)