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The front cover shows St Paul's Library shelves showing carved brackets,
by permission of the Chapter of St Paul's Cathedral

SELLING ON AMAZON: A BRIEF GUIDE

By Richard Johnson

(notes on some of the things I mentioned, or forgot to mention, in a talk at the ABTAPL conference, 12th Apr 2012)

Most of you will receive donations of unwanted books, or will have books pruned from the library, and although these can be sold cheaply to students or given to Book Aid you may well want to consider selling some of the better quality books on the internet in order to make some money for the library. I have been an Amazon bookseller for about 2 years now, and have sold over 1000 books through that site, so this is a brief guide to some of things I have learned during that time.

Selling on Amazon

It is very easy to start selling books on Amazon, although I will not go through the process of setting up as a seller here; the 'Selling at Amazon.co.uk Marketplace' help pages will guide you through what you need to do. You do not need to pay anything up front, and you do not need to have a minimum number of books; for the first two weeks after registering I only had one book for sale, which then rather surprised me when it sold!

If you are selling only a few books, you will pay Amazon 86p per item sold plus 17.25% of the sales price (this automatically comes off the amount they transfer to your bank account at the end of every two-week period). If you sell over 30 books per month you can opt to become a 'Pro-merchant subscriber', and Amazon then deduct £28.75 per month from your account and take 17.25% of the sales price for each item sold.

The biggest advantage of being a Pro-merchant subscriber is that you can create 'product detail' pages for books, or editions, that Amazon do not have on their system. Some sellers fill these in in a very slipshod way, which is why you sometimes get such glaring and annoying inaccuracies in a listing, so it is worth doing this carefully.

Listing books

When listing an item you need to choose an overall category (new / like new / very good / good / acceptable); if in doubt I always choose the lower of two options; I would rather a customer thought a book was better than expected than worse!

There is also space for giving more details, and I try to be as accurate as possible in listing any marks, inscriptions, annotations or other wear and tear which a customer ought to know. Do carefully flick through all second-hand books; it is amazing how often a previous owner will have underlined a random sentence somewhere in the middle of a book! Do look under dust-jackets; I sold one book as 'very good' without spotting that there was the beginnings of mildew underneath the jacket...

Incidentally, if necessary I always try to clean books before listing them; carefully rubbing out light pencil marks, or removing library labels or spine labels. If there are sticky patches 'Sticky Stuff Remover' (sold by Lakeland) is very useful.

You must also choose a price, which can be tricky. There can be huge variation in prices for the same book on Amazon, although undoubtedly some sellers are simply profiteering. If a book is genuinely rare, however, the price should reflect this; if you sell it too cheaply it will simply be bought by another dealer who will relist it at a higher price. There is obviously no point in going so low that you will make a loss after allowing for postage and packing; as a guide I tend not to list anything for less than £4.99. I try to price books at what I consider to be a 'reasonable' level, the sort of price I would not be embarrassed to sell at if the customer were standing in front of me, as long as it is near the top of the list when a customer searches for that title!

Always remember that you want to win customers as well as sell books. Customers have considerable power on Amazon, as they have the opportunity to leave good or bad feedback, and bad feedback (especially in the early stages of setting up) will seriously affect the percentage in your 'seller rating' and hence the number of books you sell.

Posting books

As well as receiving the book in the condition that they expect, the customer will want the book packaged in such a way that it arrives undamaged, and will want to receive the book in good time.

I normally wrap paperbacks in brown paper (you can get 8-10m rolls for £1 at Poundland or similar 'cheap' shops). I roll up and seal the ends of the paper in a way that best protects the corners of the book – the most vulnerable part. For hardbacks I would normally wrap it further in bubble-wrap (Staples sell 60m x 75cm rolls for around £25). I would usually post books in jiffy bags, or their equivalent; our local '99p store' sells the most

common size at 5 for (guess what!) 99p. If I have thicker books I prefer to use recycled Amazon boxes; ask the students to let you have their unwanted ones!

Whenever possible I post on the same day as the order; if I can't I will email the customer to let them know that there will be a delay. Good communication is always important! I almost always send books by first-class postage; the extra cost is worthwhile in getting good feedback.

Cautions

In my experience I sell about 0.75% of my listings each week; so with 2000 listings you might sell a couple of books a day. Of course this fluctuates quite a bit, sometimes according to the time of year, and sometimes apparently at random. This does mean that you need a reasonable storage area for the books that you are selling, and that you shelve them in a way that enables you to access them quickly (which should of course be second nature to you all anyway!)

You will also need to check back over listed items; after a few months it is very likely that you will have been undercut by other sellers. Usually I would reduce the price accordingly, but at other times I might simply remove a listing altogether, or leave the price and be content to be further down the list; especially if the book is better quality than its competition, or if you have a better seller rating. (Customers will often prefer to pay a little more from a more reliable seller; another good reason for ensuring you keep your customers happy!)

It takes time to list books properly, and to pack orders and take them to the Post Office, and if you are on a salary I would think it would be hard to justify the financial returns from the time invested. However, if you have volunteer help, or if you decide to only list a few higher-value items, then this could well be a useful way of supplementing a shrinking library budget!

If you have any questions do feel free to contact me and I'll do my best to help.

Richard Johnson, Qoheleth Resources

RUNNING A COLLEGE BOOKSHOP

By Jenny Monds

I am Librarian, but since 2008 I have also been running Sarum College Bookshop, which sells mainly academic theology. It was started in the 1990s by Rosemary Pugh, my predecessor at Sarum College Library, long-term ABTAPL member and former Conference Secretary. Rosemary started it on a small scale in the library, then after a few years it outgrew the library and moved downstairs, and a separate manager was appointed. It grew steadily and is now a busy shop with a turnover in excess of £200,000 a year.

I was asked to take over the shop, as well as the library, in August 2008. Despite initial misgivings I succumbed to the flattery of “You need a new challenge” combined with intense pressure that the shop might not be able to keep going otherwise, with a subsequent loss of jobs.

There was no handover. The previous manager left one day and I took over the next. The following six months were a complete shock to the system. Although many of the books were familiar and many of the customers were known to me from the library, everything else was totally different. I found myself needing to buy new books every day. I had to learn fast where to buy books, what discounts I should expect, what to do with books that didn't sell. Customers who seemed prepared to wait a couple of weeks to borrow a library book that was on loan had a different attitude in the shop, and expected their books to arrive the next day. Added to this, the shop was losing money and I was told it had to make at least some profit or it was in danger of being closed. And I was still trying to run the library at the same time. The following April the Assistant Librarian, who had found herself left more and more to cope with the library, and me very frazzled, handed in her notice. That was not a good day.

The situation now is very different. I now know what I am doing- or should be doing! A new and very capable Assistant Librarian joined us. She has now been promoted to Librarian. I am now titled “Director of Learning Resources” with oversight of the library and bookshop, but in practice, although Jayne and I catch up every day, I am based in the Bookshop and spend most of my time there, apart from when Jayne is on leave, when I try and spend some time in the library.

So, if any of you are finding yourself under pressure to start a bookshop, the first question is **WHY** does your organisation want a bookshop? If it is to

further the college's Christian mission or to help the students to obtain books, fine. Although an alternative to the latter at less effort might be to get your text books from us! We could supply them in bulk at a good discount, and you could sell them on and make a little money. If your organisation thinks a bookshop would be a way to make money, say 'no'! There is little money to be made in bookshops nowadays, particularly in Christian bookshops. Margins on books are much lower than for other goods. There is a lot of competition – Amazon is the major competitor. EBooks are becoming more and more popular. Why should customers come to your shop?

If you are starting a shop, make sure you are given enough money to set up. The initial outlay will be considerable. If your organisation is a charity, that is a great help as you may not be paying much in the way of rates. Apart from stock, the other major cost is staff, and so you may have to rely on volunteers.

A decision will have to be made as to your intended market. Is it just students and staff of your college? Or will you target local clergy and congregations? This will determine your stock. Student textbooks may be all you need at first.

Where will your shop be in the building? We are lucky enough to have two attractive rooms at the front of the building. This is very important in catching people's attention as they come through the front door. Customers are encouraged to browse. We have squashed in two armchairs and a volunteer has just made a window seat. If a customer sits down, we offer them tea or coffee. The longer they stay, the more likely they are to find something to buy!

When new member of staff arrives, I tell them there are 3 types of year to get their head around – the academic year, the financial year and the church year. We have to keep track of all three. We have continual displays for the church year, as well as displays of new titles.

We find that, just as library users like to look at the returns trolley, shoppers like a table of 'best sellers' or 'manager's choice' etc. If you can find a way to reduce choice, so that it is less overwhelming, that is helpful. In terms of new books, we found that many of our customers read the 'Church Times', so we now anticipate demand and have a shelf of books 'from the latest Church Times'.

We have our student base and a regular following of loyal customers, but to keep them coming to us and to encourage others, we have regular events, such as book launches. We have a Book Group which meets once a month, for tea and cake and some kind of book-related event; sometimes a book launch, sometimes an author visit, sometimes a talk. There is a small but regular group of people that always turn out, and this is supplemented by others depending on the subject and speaker. Last year we were lucky enough to have a book signing with Tom Wright, who was the speaker for the Sarum Theological Lectures.

Our new Bishop, Nicholas Holtam, brought out a book at the end of last year, called *The Art of Worship*. I got a date in the diary for a book launch, before he even arrived in Salisbury. The launch timing was perfect, as this was the first chance for many people to meet him, and the book made a great Christmas present. Over seventy people attended. Other events attract far fewer people, but they all keep up the profile of the bookshop – and it's something we can offer that Amazon can't.

We take part in World Book Night, handing out free books and also acting as a collection point. It doesn't cost us anything and the publicity is good. Every month we have a 'Book of the Month' which is reviewed by one of a team of reviewers, and which appears in the diocesan newspaper, on our website and in mailings. This proves popular. The book is reduced in price and supplied with free postage. We offer mail order not just for these but for any of our stock, and post books out every day. You do need enough staff or volunteers if you are going to offer a mail order service as it is quite time consuming.

We use library shelf guides, but also some larger guides, called 'shelf talkers', which are quite useful for drawing attention to titles. We put comments, quotes from reviews and so forth. Books are displayed with a lot of titles 'face on'. I got our handyman to make us a blackboard to go over the mantle behind the till, as another way to draw attention to special offers, 'just arrived' titles and so on.

As well as books, we sell a variety of greetings cards. These have a higher profit margin than books, and bring in a regular income. We also make a point of selling religious Christmas cards – no robins and Santas! Christian Easter cards- no bunnies. Mothering Sunday cards (Not Mother's Day) as well as confirmation, baptism, ordination cards etc. People seek us out for these, which are difficult to find on the high street. This year we had some 'Real Easter Eggs' which sold very quickly.

We also sell a range of CDs. Last year I splashed out on the necessary licences so that we can play music. It creates a pleasant atmosphere and encourages people to linger, and means they can listen to a CD before buying. Sometimes people will ask what is playing. They don't always buy what we are playing at the time, but it draws attention to the fact that we sell music.

We sell prayer cards, and a few gifts, mostly fair-trade, and clergy shirts and collars. We also sell church supplies – communion wafers and wine, candles, palm crosses etc. You do need space for this. Candles in particular take up room, and however many sizes you stock, customers come in clutching a stub of an old candle which doesn't match!

The shop started by selling student textbooks, and these are still a very important part of the business. Not all students buy from us, even though we make it as simple as possible, arranging them on shelves labelled with the module numbers. We now email students ahead of time a 'pre-order offer' where we try to match Amazon prices if they order ahead. We have the same problem as in the library in getting booklists from academics. As well as text books, we spend a lot of time ordering books for short courses and conferences held in the college. Sometimes these sell well, at other times not. Books which haven't sold then have to be packed up and returned.

We have a significant second hand section, which really helps support the shop as most of the stock is given. This takes a great deal of effort! We are extremely lucky to have a fantastic, recently retired and energetic volunteer who looks after the second hand stock.

We have dipped our toe in the water of online selling through Gardner's 'Hive' website. www.hive.co.uk This has been set up as an alternative to Amazon, and does have a wide range of books at a discounted rate. We are encouraging our supporters to buy their general interest books this way, nominating us as their favourite bookshop. We get a commission on sales. We also sell some of our books through Amazon market place, which is proving very successful. We will be setting up our own online shop this year. This will be a bit like Heritage online – it's the online equivalent of our in store catalogue, with the chance to buy direct rather than having to phone or email the shop.

We do a certain amount of advertising and marketing. We advertise every month in our Diocesan paper. We give away carriers and sell cotton bags printed with our details. We are on Facebook. I have a growing email list. I try to send an email newsletter every month, although I don't always manage it as often as that. It is worth doing though, as it results in orders by return.

I also go outside the shop. I run bookstalls at events, mainly although not exclusively those run by the diocese. This can be a lot of effort, but can bring in a reasonable sum, and can be a way of promoting not just the shop but the College as a whole. People say to me 'you pop up everywhere' which I think has got to be good for the bookshop's profile. I found an excellent volunteer that way – someone who hadn't come across the shop before. We also do 'Sale or Return' for events, where someone can borrow a bag of books and return those that didn't sell, perhaps for a church coffee morning.

We also offer Library supply. There is one ABTAPL library that uses us as their main supplier. We supply at 10% discount and free delivery, and I think that the librarian likes that we will suggest newer editions, and can find books when she doesn't have all the details. We can also invoice on 31st March if necessary for books not yet supplied, to help with managing the budget!

Our shop is probably a lot bigger than you would be thinking of. But it did start from a few textbooks in the library, so a few years down the line, who knows where you will be!

*Jenny Monds,
Director of Learning Resources, Sarum College*

THE DISSENTING ACADEMIES PROJECT AND BRISTOL BAPTIST COLLEGE

By Shirley Shire

‘What is the Dissenting Academies Project?’ This was the question I was asked when I mentioned Bristol Baptist College’s involvement during the visit to John Ryland’s Library at the ABTAPL Spring Conference.

A detailed explanation of the Project’s aims, participants, funding and outcomes so far can be found by following the link on the Dr Williams’s Centre for Dissenting Studies web-site. In brief, the Project aspires to produce a modern history of dissenting Protestant higher education in the British Isles from the later 17th century to 1860. Numerous academies, including ours at Bristol, were set up after the Act of Uniformity 1662 barred anyone not in allegiance with the Church of England from entering Oxford or Cambridge.

Bristol Baptist College, in its various guises, lays claim to being the oldest continuous Protestant dissenting educational establishment in the world. Despite moving to different buildings over the years and disposing of stock through lack of space and lack of funds, it has managed to keep old library catalogues, book lists, borrowing records, minute books and subscribers’ lists. And the alumni card index was digitised a few years making complex searching possible.

It was fortunate that our Honorary Archivist, Rev Dr Roger Hayden, was also a Trustee of Dr Williams’s, as he was able to put the case for Baptist dissenting education to be included in the Project, and we were taken on board.

Dr Hayden was asked to write a short historical account, according to prescribed guidelines. In addition, for 2 years we welcomed postdoctoral researchers from Queen Mary, University of London. They delved into our archives, digitised the relevant material, extracted the names and details of students up to 1860 from the alumni file, and took all the information away to be analysed and added to data collected from elsewhere.

Thanks to talented technical researchers, all this data has been turned into an on-line database and encyclopaedia, and, most excitingly for librarians, an interactive Virtual Dissenting Academy Library.

At the Open Day and launch we were given a demonstration of some of the features of the interactive tools. For example, book stocks and book usage in various academies could be compared and contrasted using graphs or we could follow the reading record of a particular student.

A book is in the pipeline – *A History of the Dissenting Academies in the British Isles, 1660-1860* (to be published by Cambridge University Press) and I'm sure the vast amount of on-line material will supply data for researchers for years to come.

I was extremely proud to play a small part in this project, and it was gratifying to see that past librarians and tutor-librarians in our institution had seen the potential in somewhat worn and mundane material, which could easily have been discarded to make room for the new.

Shirley Shire
Librarian, Bristol Baptist College

MINUTES OF THE 41ST BETH ASSEMBLY
8-12 SEPTEMBER 2012
STRANMILLIS UNIVERSITY COLLEGE, BELFAST, NORTHERN
IRELAND

1. Presidential Welcome. Welcome from Alan Linfield, the Chair of ABTAPL
2. Introductions, Apologies: from Pierre Beffa, Etienne D'hondt, Geert Harmanny, Svein-Helge Birkeflet, Thomas Riplinger, Andre Geuns, Maribel Manzano, Madeleine Zeller, Maria Eugenia, Mons. Pennisi, Genevieve Bricolet, Hermann-Josef Schmalor. Messages of greetings received from Mons. Pennisi and Zdenko Sirka.
3. Adoption of the Agenda: the Agenda was adopted as presented
4. Adoption of the minutes of the 40th General Assembly of BETH, Amsterdam, The Netherlands. The minutes were adopted as corrected
5. Financial accounts: the financial accounts were presented by the Treasurer, who suggested the changing of the recording procedures. After much discussion it was decided that the fiscal year should be changed as well as the recording of the financial report. This would enable the accounts to be clearly compared. It was felt that tighter control on conference spending was required and that the report should list the conference costs separately. The Treasurer suggested an ad hoc committee to discuss the financial statements. It was agreed that the money for the Secretary should continue to function and that the rest of the Board would continue to receive funding from their institutions. Matti Myllykoski offered to work with the Treasurer to devise a new report structure. No further ideas given. The accounts were adopted.
6. Summary of the Board Meeting in Paris, 13-14 March 2012. This would be given under item 7.
7. Reports from the President, Vice-President, Treasurer and Secretary. The **President** reported on the registration of Statutes and a number of visits and presentations that she had given (FIUC, ABIE and Relindial). The President also informed the Assembly that the ForATL libraries are expected to comply with new standards for librarians – so far only 20 out of 200 had complied, the rest have 2 years to succeed or face closure. The ATLA conferences continue to be interesting and fruitful and the President

had written a report on the visit. Contact with De Gruyter had continued throughout the year and the possibility of a BETH consortium for the Encyclopaedia of Religion had been suggested. It was also reported that De Gruyter would be a sponsor of the Paris conference. The Board meeting in Leuven discussed the need for conference guidelines, the adoption of a new website and other items. The BETH Wiki was now available in a number of languages French, English, Finnish, Polish and Spanish. The **Vice-President** reported on the problems facing the AKThB on becoming a recognised legal entity. The **Secretary** gave a report on her attendance at the ABTAPL, the Norwegian, ATLA, and the Southeast Asia Association meetings. The **Treasurer** reported on the VRB and VTB and ATLA meetings.

It was reported that there had been problems regarding the elections and it was unclear whether there were sufficient members in attendance to have the required quorum. It was felt that the Statutes were unclear. The Assembly decided that the elections should proceed. It was noted that the President, Vice-President, Secretary and one member of the Board were standing down. Nominations for President: G. Harmanny (not present), M. Rostkowski and P. Hall. A ballot was undertaken with Brenda Baily-Hainer and Terry Robertson serving as tellers. After two close ballots, G. Harmanny was duly elected. C.Reekie stood unopposed as Secretary and was therefore duly elected. V. Verspeurt would continue as Treasurer. It was decided that the remaining elections would take place on Tuesday 11th September as planned.

8. Reports from member associations: the Assembly heard brief reports from the delegates present. Most were based on written annual reports, many of which are on the BETH website.

The President reported that the theme for the next conference would be the history of libraries and that she was looking for speakers. The Assembly was asked for other suggestions. Open Access and projects to encourage other librarians to attend the Assembly were discussed. It was felt that BETH should offer sponsorship or financial assistance to libraries that are unable to afford to send a delegate.

Nancy Arnison, the new Executive Director at the Theological Book Network, updated the Assembly on the work of TBN and the projects that were being undertaken.

9. De Gruyter: the Secretary informed the Assembly that the Board had received a proposal from De Gruyter to publish a book on the libraries that serve interreligious dialogue. A minimum of five articles were required, in either French or English, 15 pages in length and an abstract and keywords were also required to be submitted. Some member expressed an interest: Matti Myllykoski, Maaike Van Rossem, Andreas Waldvogel, Jerzy Witczak and the ICP. It was also noted that De Gruyter were offering a discount on the Encyclopaedia of the Bible and its Reception and a rebate for members who have already purchased it.

10. IFLA (Relindial): the President gave a brief report and led a discussion on the future relationship between BETH and IFLA. The joining of IFLA was approved by the Assembly (500 Euro fee). It was noted that members attending an IFA conference would be entitled to a reduction of 150 Euros from the conference fee. The Board would seek to move this forward.

11. BETH and GlobeTheoLib: the President gave a brief report and felt that BETH should contribute to the foundation of GTL. Although it is aimed at individuals, it would provide an opportunity to make resources available to a wider audience. The membership fee would be between 500-1,000 Swiss francs. Andreas Waldvogel assured the Assembly that the cost would be at the lower end of the scale. After much discussion of the advantages and disadvantages of GTL, the Assembly agreed to proceed and that BETH's membership would be reviewed after 3 years.

12. Website: the Treasurer introduced the proposed new website. The existing site was becoming unstable and the need for a new site was urgent. The Assembly was given a demonstration of a new website which used WordPress, a more easily managed programme. The Assembly voted that BETH should move to using WordPress and agreed that BETH should pay the costs involved in setting up the new website (450 Euro) and an annual maintenance fee (340 Euro).

13. Communication: after much discussion it was felt that ways of improving communication amongst members should be considered. It was felt that improved communication could be achieved by posting more on the website. More information on the workings of the Board was also requested. Marek Rostkowski showed the URBE website which had just been reconstructed. It was felt that new ways of encouraging people to attend BETH conferences should be explored. Matti Myllykoski suggested that BETH needed to demonstrate its relevance to non-members. He felt

that a link to Open Access resources should be made available on the website and offered to create a list of resources for inclusion.

14. Membership: it was felt that the updating of membership information was needed. Particularly the mailing addresses for the exchanging of journals. It was suggested that journals should be exchange electronically, in pdf format, where possible. It was also proposed that the Secretary should write to associations that did not send delegates to see if they wished to continue their membership.

15. Wikipedia: French, Finnish, Spanish and English versions had been completed. Volunteers were requested to provide German, Dutch, Hungarian and Italian versions. Father Witczak was awaiting the English version in order to do the Polish. Anja Emmerich reported that the German version was almost finished.

16. Collaboration with other associations and organisations. It was felt that BETH needed to reach out to small libraries and find creative ways of helping libraries without associations. It was suggested that stronger words of welcome should be used on the website.

17. Future assemblies: 2013 marks the 50th anniversary of ABCF. The BETH Assembly would join the ABCF celebrations next year. The ABCF meeting will run from 9-12 September and the 13th September would be a common day with BETH. The BETH Assembly would then follow 14-17th September 2013. The themes of the ABCF conference would be; history of the French libraries, archives, users, and information resources. The common sessions would be on endangered libraries. The 2014 Assembly would be held in Wroclaw, possibly 6-10 September. Helsinki or Malaga/Barcelona are possibilities for 2015. Several themes were suggested for the 2014 conference: Open Access, Open Resource Tools, Open sources in all European languages. Father Witczak was asked to give a short presentation about the city of Wroclaw at the Paris Assembly.

18. Election of the Vice-president and the new Board. M. Rostkowski stood unopposed for Vice-President and was duly elected after a ballot. The rest of the Board were elected by acclamation - Svein-Helge Birkeflet, Marian Papavoine and Matti Myllykoski.

Announcement: the Secretary announced that new fiscal arrangements would be introduced from January 2013. The Fiscal year would run from January to December and that this year would be an interim year. Subscription notices would be sent out in January requesting payment by the end of March. This would enable the conference fees to be published at the beginning of May. The offering of sponsorship to the Paris Assembly could then be considered for librarians, particularly those from Eastern Europe. The acceptance of the new fiscal arrangements would be voted upon at the next Assembly.

19. Meeting Adjournment. The meeting adjourned at 12:15 on Wednesday 12th September.

Carol Reekie,
Federation Librarian, Cambridge Theological Federation

CLERGY CHANGING COMMUNITIES

Feed the Minds

In 1964 the Archbishop of York, Donald Coggan launched a campaign to raise one million pounds to provide books and enhance adult education in developing countries, a campaign which later became a charity. Last year,



the charity he established 'Feed the Minds' improved the lives of over 100,000 people through its education programmes, run in partnership with local organisation in Africa, Asia and South America.

The Overseas Book Service

As an ecumenical Christian organisation Feed the Minds has always been keen to support theological education and understanding, and has been doing so since its inception. Last year, through our Overseas Book Service (OBS) we supported 126 theological colleges across the Global South.



By allowing colleges to freely select from a catalogue of donated books, Feed the Minds enhances the learning of lay and ordained Church leaders, allowing them to speak with authority on issues affecting their communities such as conflict, famine, HIV and Aids. We enhance theological learning and foster action, "You see, then, that it is by people's actions that they are put right with God, and not by their faith alone." James 2:24.

One of the individuals supported by our Overseas Book Service is Pastor Anthony Abang. He comes from Eyangntui, the poorest village in the remote region of Mamfe in south west Cameroon, where there are "Next to

no education or healthcare facilities.” (Pastor Abang, 2011). Distressed by the situation in his village, he sought advice, and found it, in books provided by Feed the Minds. He is now running health and literacy classes and helping reduce suffering from diseases, including malaria, cholera, tuberculosis, HIV and Aids.

As a theological or philosophical librarian, you may well be able to help change lives by supporting the service. You can find a list of books which our partner colleges frequently request on Feed the Minds website www.feedtheminds.org and if you have books to donate then please get in touch. We are also looking for support in publicising the service, storing and cataloguing the books, and funding their shipping – if this sounds like something you can support please call 08451 21 21 02 and talk to James Cole.

The Future of Global Theological Education

The Overseas Book Service is an extremely effective service, and provides books which are often expensive to buy, hard to find, or not written or published locally, but Feed the Minds is perceptive to technological advances around the world. A number of the colleges they support have acquired computers for use by staff and students, internet availability is increasing, and mobile internet use is rising at amazing pace, in fact there are over 500 million mobile phones in use in Africa today, up from 4 million in 1998 (The Guardian, 2012).

Africa has embraced mobile phones far faster than the west, using them for banking and learning. Technology is being used widely and resourcefully, and Feed the Minds wants to harness that to improve the impact of its theological education work and develop communities across the Global South. We are looking at a range of options from on-line courses, to electronic resources, to email coaching and online platforms such as WebCT, Blackbaud, Scribd and GoogleDocs.

There are a number of challenges of course, and we held a seminar with some top theological teachers to discuss these in 2011. Increasing exclusion is a particular concern. We want to set up a system to increase the accessibility of resources for all, but e-learning could marginalise poor and remote pupils and colleges who have less access to electronic devices and the internet. To counter these concerns we are sharing information on the support that colleges can get from other NGOs to build up their computer rooms, and focussing on resources which have small file sizes (so they can

be download in a short time). We are also taking other measures including linking colleges to share learning.

There are also a number of possible issues about how the materials we be used. We could make materials from the UK available online, and allow pupils to access them independently. However, we are keen that pupils and communities get the most they can from their learning, and so want pupils to be able access a range of materials, including locally written texts. Furthermore, we want those materials to be used in well facilitated groups, so that instead of being learned word for word, they are critically analysed and discussed. Working with organisations in Zambia, Tanzania and Malawi, we are running a pilot project to see how best to achieve this.

Focussing on the issue of Gender Justice, this cross-college, cross-country approach will test and develop our ideas. Our partner 'Theological Education by Extension Zambia' will lead the project and develop an e-learning platform. A platform that is suitable for them and colleges in Tanzania and Malawi. They will then share their experience of changing attitudes through bible study and discussion, with these partners, using the platform. Testing the e-learning theological education approach, but also significantly tackling this serious internationally recognised issue.



This is an exciting initiative and we will update you on our progress in future issues of 'The Bulletin', but if you would like to support it now, with expertise or a donation then we would love to hear from you. Please call 08451 21 21 02 and talk to James Cole, or email jcole@feedtheminds.org

*Keith Everest and Adam Sach
Feed the Minds*

ABTAPL E-BOOKS WORKSHOP

Kellogg College, Oxford, Thursday 18th October 2012

By Chris Leftley

This was the fruition of an idea discussed at an earlier Committee Meeting, and Judy (Powles) put together the programme; unfortunately she was unable to be with us.

Alan (Linfield) welcomed sixteen other ABTAPL-ers to Kellogg College, one of the newer Colleges in the University (b. 1994). It is the largest graduate college, although boasting possibly the smallest Library...

Michael (Gale) started the day off by recounting his experiences with **Dawsonera** – a version of this talk follows.

Christine (Ainslie) followed by reviewing her experiences as a **Kindle** user, and again a report of her talk follows this.

After an excellent lunch in the very smart dining-hall, we settled down for the afternoon sessions, which started with Hilla Wait, Philosophy & Theology Librarian, University of Oxford, giving us a detailed account of how Oxford had approached the whole Ebooks question, particularly **Demand-Driven Acquisition**, and packed in a lot of information. Her presentation can be found at <http://www.abtapl.org.uk/>

The final session for the day was by Ollie Bridle, Forestry and Plant Sciences Librarian, University of Oxford, who gave us a non-theological perspective, but told of the Radcliffe Science Library's experiences in lending out Kindles, Sony e-readers and iPads to students, and what their reactions were. His presentation **E-books and E-readers at Oxford University** can be found at <http://www.abtapl.org.uk/>

After afternoon tea, the day finished with a roundtable discussion which highlighted various points brought up throughout the day, plus a chance to play with some of these e-readers, and we concluded at 4pm.

A very worthwhile day indeed, and many thanks must go to Judy for the organisation, Alan for the hosting, and to Michael, Christine, Hilla and Ollie for excellent presentations on a warm autumnal afternoon in Oxford.

*Chris Leftley,
Librarian, Wycliffe Hall, University of Oxford*

INTRODUCING DAWSONERA: A THEOLOGICAL COLLEGE PERSPECTIVE

A presentation to the ABTAPL e-books workshop at Kellogg College, Oxford, on 18th October 2012 by Michael Gale

As a librarian, I often get asked if we have e-books. I used to feel slightly embarrassed when the answer was no, not because I lacked confidence in our rationale for not providing e-books at that stage, but because I sensed that – in an environment in which e-books have been widely embraced by individual consumers – my library was somehow diminished. It wasn't easy to explain that library lending of e-books wasn't the same as buying them for your personal Kindle.

You can imagine then how much better I feel now that the answer is yes! It is true that we have barely dipped our toe in the water: last year we purchased two e-books, this year we have purchased three more. But it feels like the difference between being one of the initiated and one of the uninitiated, between belonging and not belonging. Now I can hold my head up when the conversation turns to e-books, and this is an account of how we introduced e-books at Queen's.

Stage 1: Thinking and reading

The main reason that we did not introduce e-books at an earlier stage was simply that so few of the titles on our reading lists appeared to be available in that format. Indeed that continues to be the case now. What changed was our growing student numbers and greater demand for core texts, and the realization that even one or two e-books could be supplied at a relatively small cost by Dawsonera and could make a big difference.

But I was aware that there were a lot of different issues around e-books, so I decided to read up about them. *E-books in libraries: a practical guide*, edited by Kate Price and Virginia Havergal, was published by Facet Books in 2011, so it is probably already a bit out of date, but it gave me a useful overview of the various perspectives (libraries, publishers, and suppliers), sectors (public, academic, HE and FE) and business models (purchase, subscription, and rental, of individual titles or packages), as well as authentication systems, digital rights management, and the brave new world of Demand Driven Acquisition. It also introduced me to the complex (and rapidly changing) world of e-reader devices and formats, which – as a non-e-book user – was very helpful.

Dawsonera is very far from being the perfect solution to all our e-book needs. As I have already noted, very few of our reading list books are available (though the publisher, not the supplier, is likely to be responsible for that). Other disadvantages include the requirement to set up an individual login for every library user, limited copying and printing (typically 5%), and – perhaps most significantly – the lack of an option to download to an e-reader. Reading a whole text on screen certainly doesn't appeal to me.

But the key benefit is the ability to provide multiple access – both on and off site – to those texts which are available, at a cost which is typically not a lot more than that of a single print copy (there is a 12% hosting fee, and bear in mind that e-books are subject to VAT). It was for this reason that we decided to proceed.

Stage 2: Setting up Dawsonera

The first decision to make was how much of the functionality offered by Dawsonera should be made available to our library users. There are currently 220,000 titles in the Dawsonera catalogue, which users can search, and preview, and recommend for purchase. There are also rental options: the library – or the user – pays a percentage of the purchase price to rent a book for one, two, or three weeks. We decided to offer none of these. At this stage we wanted to keep things as simple as possible. We didn't want users recommending new e-books when all we were offering was a handful of titles to ease the demand for core texts. So when our users log in, all they see is the six titles we currently own. They don't even have to search for them.

The second decision was how many of our users to offer the service to. We have around five hundred registered users at any one time, and although it is a relatively straightforward process to set up an individual login, it still requires the typing in of a name, an email address, a username and a password, so it is a bit of a chore. The e-books we have purchased so far have been for two specific modules, so it made sense at this stage to set up logins only for students enrolled on those modules, a more manageable number.

The third decision was how many copies of each title to purchase. This may seem unnecessary given the provision of multiple access, but the publisher imposes a cap on the number of “credits” associated with each title (typically 400, but it may be fewer), which limits the number of times a

book can be accessed in a year (1 credit = unlimited use by one reader in a 24 hour period). With, say, fifty students enrolled on a module, it is possible that those credits could be used up pretty quickly. But usage can be monitored, so we bought just one copy of each title in the first instance.

The final decision was where to put the links. The e-books are located on the Dawsonera server (when you purchase an e-book, you are paying for “perpetual access”, not an electronic file), and you can put links – either to individual e-books or to the Dawsonera homepage – wherever you like: in a library catalogue record, in a VLE, or in an email circulated to all users. With so few titles, adding a link to each catalogue record took no time at all.

Stage 3: Delivering Dawsonera

How much training is required for users of Dawsonera? Not a lot, in my view, especially as we have deliberately chosen to minimize the options. Where possible, we have organized a short, half-hour demonstration for new users, but for most students, who are already familiar with online databases and the functionality associated with them, a simple one-page guide is probably sufficient. I have tended to focus the training under three headings:

- Access and logins. Just making sure users know how to locate the e-books and understand their login.
- Reading the text. There are two options for reading the text: reading it online or downloading the file to your pc. The latter may confuse users. There is a little dropdown box where users are invited to select the “Number of days”. This is the number of days after which the file will expire, and the options are pre-set by the librarian. If you offer seven days, it will cost seven credits, regardless of how often the user actually accesses the text. For this reason we offer just one option: one day. The idea is that you don’t waste credits, and users just have to download the file again if they wish to. But it takes a bit of explaining.
- Functionality. The options to search, print, copy, and make notes on the text, are reasonably intuitive. But the digital rights management software, which limits printing and copying to 5% of the text (per user per year), is merciless, and users need to understand that. I have also been asked about referencing. References can be exported to RefWorks and EndNote, but as the page numbering is identical to the printed text, I have suggested that it is probably easier to reference as if from the latter.

Stage 4: Evaluating Dawsonera

I certainly needn't have worried about using up all the credits. By the end of the module which ran last term, we still had at least 350 credits remaining on each of the two titles we had purchased. We also conducted a survey of the 73 students enrolled on the module, of whom 41 responded. Of these, only 15 had accessed the e-books (three others had tried and failed for technical reasons). These figures suggest a low level of take up. But we need to bear in mind that we had also purchased a total of eight print copies of each of the two titles, so most students would have been able to get hold of a print copy at some point if they chose.

Other questions attempted to tease out students' feelings about e-books. 29 respondents preferred to read a printed book, but nine agreed that access to an e-book was better than nothing and provided a useful alternative. Only one respondent actually preferred to read an e-book, but nine said they would prefer to read an e-book if they could download it to an e-reader. Six respondents encouraged the library to purchase more e-books.

What can we conclude at this stage? Probably not too much as it is still early days, but I am confident that the significant benefits – multiple access to core texts both on and off site, even if only to quite a small number of students – is well worth the relatively minor investment we have made. Moreover e-books are clearly here to stay, and we learn far more by experimenting with them than by standing on the sidelines.

I suspect that four trends may contribute to a greater take up of e-books in the future:

- growing student numbers and, in particular, distance learners
- technology which allows downloading of files to e-readers and a more user-friendly reader experience
- the wider availability of text books (though this is dependent on publishers working out a cost model which enables them to make ends meet)
- student expectation, as more library users come to regard e-books as the norm

More information about Dawsonera can be found at www.dawsonera.com

Michael Gale
Librarian, Queen's Foundation

KINDLE MATTERS

By Christine Ainsley

The background

The increase in popularity of the Amazon Kindle e-reader, noticeably since Christmas 2010 in the UK, was followed by a marked increase in the sale of e-books. Kindles are now ubiquitous on public transport where personal libraries now fit into bags and pockets. What one reads is now private. Acquisition of books takes less than a minute.

I acquired a Kindle in January 2011 and now have nearly 150 items loaded, ranging from paid content from Amazon, public domain content from websites such as Project Gutenberg, pdf documents converted for Kindle and web content. I carry around two English Bibles,¹ a Greek New Testament², a Hebrew Bible³ and the HarperCollins Bible Dictionary.

This Kindle is no longer on sale having already been superseded by faster, sleeker models at almost half the price. There are plenty of other e-readers on the market, notably Nook, Kobo and Sony, all using the e-ink technology which has revolutionised the e-reading experience. The forthcoming December 2012 *Which?* Magazine will be featuring the choice in e-readers.

The surge in reading using specialised e-readers, and especially Kindle, has put pressure on the traditional publishing model. Expectations of users include lower pricing (even though e-content is subject to VAT) and immediate availability of content. However, the Kindle world is not completely satisfactory from an owner's perspective, and this is where we arrive at the vexed issue of lending and borrowing content. Kindle owners do not *own books*. They *lease content*. This is a very different world from the one we are used to. When I have finished a book I cannot pass it on to a friend or a Charity. Each file of purchased content is embedded with DRM (Digital Rights Management) so that it can only be read on a device registered to my Amazon account, although up to 6 devices (Kindles, iPads, laptops) can be registered. In the academic world of e-books the opposite but equally confusing situation applies. The DRM here means that content from, say, DawsonEra, cannot be sideloaded onto a Kindle and has to be

¹ It is essential to download a sample of any Bible or reference work to check for ease of navigation. I would recommend the Kindle edition of the NIV (ASIN: B005IYICEO)

² <http://sblgntforkindle.appspot.com/download.html>

³ <http://www.miklalsoftware.com/EReaders/HebrewBibleKindleAndNook.html>

read 'on screen'. As this is not an optimum reading experience it is not always reflecting student expectations. Indeed, the very way in which academic books are used, not always linear as in a novel, does not necessarily lend itself to an e-platform.

Borrowing and lending FAQ

Can I lend my purchased Kindle content to my Kindle-using friend?

No. The only way to share your book is by lending your Kindle, and this may not be in the spirit of the Amazon Licensing Agreement. In a household, you may link more than one Kindle to the same Amazon account and so theoretically 6 people can read the same page of a book at the same time on 6 separate devices.

So can a library purchase 6 Kindles and lend the Kindles loaded with purchased content from a central account?

- If you were to email Amazon help, you may get the reply 'yes' to this question, probably not consistently.
- Jisc Legal advises a definite 'No' <http://tinyurl.com/8nn8ckn>
- CILIP does not address the issue in the recent Briefing⁴, and a reply to this very question in September *UPDATE* from CILIP Policy (p33) evaded the issue. I followed this up and received a helpful and comprehensive reply but stating that CILIP does not have the capacity to become involved in the minutiae of licence negotiations.
- See also the Jisc lis-e-books mailing list discussion dating from 4 July 2012 <http://tinyurl.com/cr32vcu>

Can I download and read library e-books on my Kindle?

OverDrive (Public Library Aggregator) Yes in USA, under negotiation in UK⁵. DRM is embedded in Adobe Digital Editions. Copy/Paste not possible either. There is a limited choice of titles, CILIP briefing cites only 2 of the major 6 publishing groups being represented.

DawsonEra – No. Can be read on laptops and iDevices using Adobe Digital.

⁴ CILIP Policy Department. *Ebook Acquisition and Lending Briefing : Public, Academic and Research Libraries*. August 2012. <http://tinyurl.com/ccx6snx> accessed September 2012

⁵ See the reports from the October *Libraries All Party Parliamentary Group Summit* in the November 2012 issue of *CILIP Update*, pages 4 and 10

Can I borrow Kindle books from Amazon?

Yes – from 25th October 2012. “*Kindle owners with an Amazon Prime membership can borrow popular Kindle books at no extra cost, as frequently as one book per month and with no due dates. Choose from over 200,000 titles*”. This works out at a minimum of £4 per book, as Amazon Prime costs £49 per year.

Kindle tips and tricks

I was surprised to find so few users of e-readers at our workshop! However, here are a few Kindle tips and tricks extended to Bulletin readers.

- Use **Clippings Converter** <http://www.clippingsconverter.com/> to sort and organise your notes and highlights into a usable format. *My Clippings* file is in the Documents folder.
- Type *Convert* in the subject line of your email- to –Kindle for **readable pdf**, although tables, diagrams and columns will lose formatting.
- Send web pages directly to your Kindle using the **Send to Reader** software <http://sendtoreader.com/>
- Use mobile versions of websites for gmail, hotmail, news, Project Gutenberg. Download classics direct from your Kindle using **mnybooks.net**
- Create a **Screenshot** using SHIFT ALT G or SHIFT ALT H. The files are listed in the Documents folder, under Screenshot
- ALT B toggles **bookmark**

Websites

This is a fast moving subject, and I am sure that interest will continue at our ABTAPL 2013 Spring Conference in Glasgow. Here are some articles and information which I collected in preparation for the session, gathered together as bookmarks. <http://delicious.com/theolib/abtapple>

Christine Ainsley

C.Ainsley@dunelm.org.uk

REPORT OF THE ABTAPL AUTUMN MEETING, 6th NOVEMBER 2012

By Jayne Downey

Not to be outdone by last year's venue, this year's Autumn Meeting was held in St Paul's Cathedral and once again, we had the opportunity to visit the Library after the main business was concluded. The meeting was held in the Wren Room in the crypt and after apologies had been received and the minutes of the Spring Meeting passed with no matters arising, the main points for discussion were:

- **Theses Database**

It was agreed that we should investigate making available doctoral theses from ABTAPL institutions on an open-access web site such as Theology on the Web. This would be particularly useful for smaller colleges who wouldn't normally be included in ETHOS. Advice will be needed about copyright and open access so the committee will talk to Graham Cornish, Amanda Hodgson and Rob Bradshaw before returning with a more detailed proposal.

- **BETH**

Alan thanked Dorothy Anderson and her colleagues for organising a great Conference. Some points of interest include the fact that the BETH website is changing, BETH are continuing to support the GlobeTheoLib project for a further 3 years and Odile Dupont is working on an Interfaith project. Geert Harmanny stressed that information exchange is currently an important topic in the EU and that BETH has an important role to play in this.

- **Spring Conference**

Plans are going ahead for our stay in Glasgow and Rachel Eichhorn will circulate more details about the hotel and visits nearer the time.

- **Training**

The e-books workshop was a great success and reports from the day are published in this issue of the Bulletin and on the ABTAPL website. Future events might cover topics such as web design and social networking, digital copyright and converting old media to new.

- **AOB**

The books from Wesley College Bristol are now in storage in Coventry

Wesley House in Cambridge is closing after 2014 but there are no plans as yet for the books and archives

The International Baptist Theological Seminary in Prague is moving to Amsterdam but there are no confirmed plans for the library.

After tea, we climbed the 150 steps up to St. Paul's library which is situated at Triforium level over the Chapel of St. Michael and St. George. Housed in one of the two rooms originally designed for it by Wren, it has existed since the fifteenth century but the majority of its holdings date to the seventeenth, eighteenth and nineteenth centuries, the nucleus of the present collection having been provided by Henry Compton, Bishop of London, who donated nearly 2,000 books in 1715 (listed in an ms Donation Book 1708-1875, St. Paul's library). The greater proportion of the bookstock consists of printed works, the contents of which are not directly associated with the fabric of the Cathedral. B.C. Bloomfield's *Directory of Rare Books and Special Collections in the United Kingdom and the Republic of Ireland* (2nd ed., London: Library Association, 1997) 357-8, provides a breakdown of the individual collections and their sources. These include Church Fathers, ecclesiastical history including church councils, non-conformist and Roman Catholic works, sermons, and a substantial collection of tracts. In addition, the library holds a small number of medieval manuscripts. For a complete list see N.R. Ker, "Catalogue of MSS in St. Paul's Cathedral Library," *Medieval Manuscripts in British Libraries, Vol. 1, London* (Oxford, 1969) 240-262.

The bulk of the St. Paul's archive was transferred to the Guildhall in 1980. Those records and items which have either been acquired since or were not transferred at the time, include: manuscript volumes in the music section and autographed manuscript scores composed by various organists in St. Paul's (mostly dating from the late eighteenth to the early twentieth centuries), papers relating to the Vicars Choral, a number of files, drawings and documents from the fabric archive, a run of Chapter Minutes dating from 1833-1990, Cathedral Chancellor's files, three manuscript diaries, photographs, and various other miscellaneous items relating to the Cathedral fabric, clergy, services, preachers, visitors and administration.

We were given a very detailed and entertaining tour by the Librarian, Jo Wisdom and Head of Collections, Simon Carter and were shown an early thirteenth century psalter, probably from the pre-reformation cathedral, and a copy of Tyndale's New Testament of 1536, one of only three extant copies. Simon also showed us the West Gallery, containing spare furniture

from the cathedral, and the mirror room to the Library which now houses Wren's model and drawings for the cathedral.

After the tour, some of the group stayed on for Evensong in the Cathedral which provided a reflective end to the day in stunning surroundings.

Jayne Downey
Librarian, Sarum College

NOTICE OF MEETINGS

ABTAPL SPRING MEETING & AGM

11-13 April 2013

Beardmore Hotel and Conference Centre, Glasgow, Scotland

(Further details will be available in due course)

NEWS AND NOTES

Researchers of Tomorrow , a report published in July 2012 by JISC and the British Library, shows that doctoral students in the UK seem to be confused about open access and copyright, raising important questions about research training and support...

<http://www.jisc.ac.uk/publications/reports/2012/researchers-of-tomorrow>

THEOLOGICAL LIBRARY ASSOCIATION NEWSLETTERS RECEIVED

Association des Bibliothèques Chrétiennes de France Bulletin No 147, 1er Semestre 2012

Christian Librarian No 57, Summer 2012

(Contents: Olympic legacy; Librarians and disciples in times of trouble; Celebrating King James; Self-service borrowing; Oxford's 'Narnia' Libraries; Librarian's delight – or nightmare [Book of Common Prayer])

Christian Librarian No 58, Autumn 2012

(Contents: Finding work in spite of the work programme; Images and elephants; Flourishing at work; Discipleship and ambition; God's purpose driven librarian; Career development for the Christian)

Christian Librarian No 59, Winter 2012

(Contents: Angels and pinnacles; Publishing great Christian books; Insearch of lost writings; Faith and literary works; The Samovar story; Breaking the deafening silence)

WEBSITES

ABTAPL

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

ATLA

<http://www.atla.com>

BETH

<http://www.beth.be>

DAWSONERA

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

DISSENTING ACADEMIES PROJECT

<http://www.english.qmul.ac.uk/drwilliams/academies.html>

FEED THE MINDS

www.feedtheminds.org

GlobeTheoLib

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

HIVE

www.hive.co.uk

IFLA

www.ifla.org

QOHELETH RESOURCES

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

ST PAUL'S CATHEDRAL LIBRARY

<http://www.stpauls.co.uk/Cathedral-History/The-Collections/The-Library>

SARUM COLLEGE BOOKSHOP

www.sarum.ac.uk/bookshop

THEOLOGICAL BOOK NETWORK

<http://www.theologicalbooknetwork.org/>