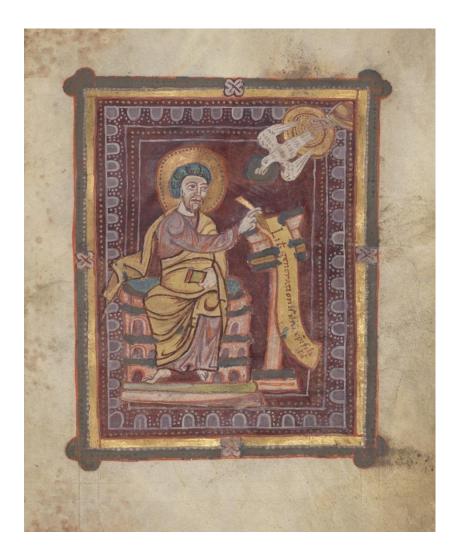
CILIP Rare Books and Special Collections Newsletter

Issue 108 Spring 2018



Full page illustration of St. Matthew from the Gospel Book of Bremen Cathedral, late 10th century

© John Rylands Library, University of Manchester

Issued March 2018
© CILIP Rare Books and Special Collections Group and contributors. ISSN 0959 1656

Contents

| News from the Committee | 3 |
|--|----|
| 18 Collections 18 Champions | 5 |
| Developing a Sustainable Approach to Teaching | 8 |
| Northern Rare Books Librarians' day out: Ushaw College | 12 |
| Exhibitions | 14 |
| CILIP RBSCG Committee Members | 17 |

Editor's notes

Welcome to the Spring edition of the newsletter! This issue brings you updates on audience engagement from two different collections: the University of Nottingham and the University of Leeds. Melanie Wood discusses the Special Collections' team experience of teaching and how this has been shared out amongst colleagues. Rhiannon Lawrence-Francis explains the excellent '18 Collections: 18 Champions' initiative, which has brought together researchers and collections to make the most of some of the less well known materials in the collection. Plus there's an update from the Northern Rare Books Librarians visit to Ushaw, an unofficial group which offers lots of opportunities to share knowledge and expertise.

We also have an update on the new RBSCG Committee, and exciting news about Group Only Membership, for anyone who knows people outside of CILIP wanting to get involved. Sarah Griffin, stalwart co-editor of the newsletter, has now stepped down from her role on the Committee: we would like to thank her for all her hard work and support for RBSCG and for her handover to the new co-editor, Jane Gallagher.

The process of putting this newsletter together has proved, once again, what great work librarians and special collections curators do, but also how unlikely individuals are to shout about it. So if you have a project or development on the go, please do let us know – you'd be surprised how many people will be interested!

The newsletter appears 3 times a year in March, July and November. Last dates for submission will therefore be the end of February, end of June and end of October. We look forward to hearing from you.

Co-editors Karen and Jane

K.Brayshaw@kent.ac.uk

jane.gallagher@manchester.ac.uk

News from the Committee

New committee members

Following recent changes, we're delighted to welcome several new members onto the RBSCG Committee. New members include: Stephanie Curran (Royal Courts of Justice Library), Erika Delbecque (University of Reading) and Jane Gallagher (the John Rylands Library, University of Manchester).

For your full list of Committee members, please turn to the back of the newsletter.

Group only membership

The RBSCG invites group only members, who might not wish to take up a full membership of CILIP. The Group welcomes members from it associated professions, such as archivists, museum professionals, members of the conservation and antiquarian book trade communities and bibliophiles and collectors.

Group only membership costs £50 a year from the date of payment and includes:

- Access to free member events, including the summer visit.
- Preferential rates for RBSCG events, including the annual study conference and cataloguing training
- Monthly email bulletins for members including information about events run by the Group and externally

Group only members can be members of the RBSCG for two years.

Find out more about Group Only Membership at:

www.cilip.org.uk/members/group content view.asp?group=201312&id=690465.

Annual Study Conference 2018: save the date

The Library as Classroom: Using Special Collections as Teaching Material.

The RBSCG Annual Study Conference will be held at Downing College, the University of Cambridge, from 5th-7th September 2018.

Delegates are invited to hear speakers from across the country discuss using special collections for teaching across all library environments. Confirmed speakers include:

- Dr Jessica Gardner (University of Cambridge)
- Siobhan Britton (University of Brighton)
- Sarah Mahurter (University of the Arts London)
- Dr Tabitha Tuckett (University College London)
- Dr Alison Pearn (University of Cambridge)
- Professor Simon Eliot (London Rare Book School)
- Dr Niveen Kassem (Newcastle University)
- Dr Robin Brooke-Smith (Shrewsbury School)
- · Rachel Sinfield (Fitzwilliam Museum)

Visits will also be organised to the University Library and selected Cambridge colleges.

The full programme will be available, and booking will open, in May.



18 Collections 18 Champions

A collaborative project at the University of Leeds between Special Collections and the Leeds Humanities Research Institute (LHRI)

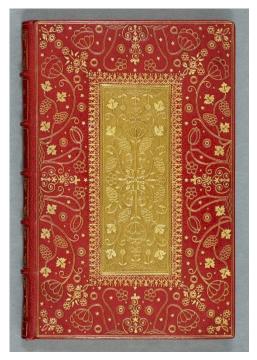
Over the last year, Special Collections at the University of Leeds has been investigating new ways to realise the research and teaching potential of underused collections.

Our day-to-day interactions with collections on the stack shelves means Special Collections staff are in the best position to identify materials which have hitherto not received much attention from academics, from students, or indeed from cataloguers!

In collaboration with the Leeds Humanities Research Institute (LHRI), we have been working on a new project - 18 Collections 18 Champions - which seeks to redress this.

Following a brainstorming session early in 2017 attended by our specialist rare books librarians and archivists, we identified a longlist of unexploited collections that we felt would appeal to our academic colleagues, if only they knew about them.

Two collections were selected promotion to each of the nine Schools of the Faculty of Arts, Humanities and Cultures at the University of Leeds. A "Champion" was then sought for each of the collections, and paired with an Advocate from Special Collections whose job it was to "sell" its research potential.



HOWARD DE WALDEN COLLECTION: BINDING BY RIVIERE & SON

The New Wave Literature and Popular and Crime Fiction collections were allocated to the School of English. The School of History was asked to promote use of the Ripon Cathedral Library (which includes hundreds of medieval manuscript fragments hidden in the bindings of later books) and the collections of the Yorkshire Archaeological Society. The School of Languages, Cultures and Societies was asked to think about ways to utilise the Gypsy, Traveller and Roma collections and the Cecil Roth collection of Judaica and Hebraica. The School of Design was allocated the theme of Genre Fiction cover design, to include science fiction and children's fiction, and also the Howard de Walden collection of fine bindings by Riviere & Son. The School of Fine Art, History of Art and Cultural Studies was offered the Artists' Books collection and the personal library of the art historian, poet, literary critic and philosopher Herbert Read. The School of Media and Communication was

asked to promote use of the various Historical Photography collections and also the archive and book collection of the food writer and journalist Michael Bateman. Champions in the School of Music put their minds to the unresearched archive of music and art critic Herbert

Thompson, and the John and Nell Moody collection relating to opera. The School of Performance and Cultural Industries was allocated Performance Archives (such as those of the West Yorkshire Playhouse, Phoenix Dance and Opera North) and the archive of Tony Harrison as it relates to the theatre producer Jocelyn Herbert. Finally, the School of Philosophy and the History of Science was asked to investigate opportunities offered by the Health Sciences Historical Collection and the Medical Collections including the archives of the urologist Leslie Pyrah and Dame Kathleen Raven, who rose from student nurse to become the government's chief nursing officer.

This is a mutually beneficial initiative, bringing new research and teaching opportunities for academic staff within each School, whilst focusing Library resource on collections engagement and development for the 18 Collections in the 2017/18 academic year.

The Champions were asked to do three things:

- To seek out opportunities to promote the collection for use in teaching, research and public engagement activities
- To inform Special Collections staff of any research or teaching being planned, to ensure the right level of support can be offered by the service
- To collaborate with Special Collections staff from the outset in devising funding applications based on the collections

We have faced various challenges. Many of these collections are underutilised for a reason – cataloguing is often inadequate and handlists are rudimentary, if they exist all! The materials are held in closed stacks, so access for the Champions must be arranged with their Advocate, and the process of retrieving from the archival collections in particular is timeconsuming.

However, there have already been some very positive outcomes. A sum of £200 was allocated to each Champion to help them with their charm offensive. The Champions in one school have pooled their resources and put them towards a PhD bursary. Others have spent the money on workshops to explore ideas with colleagues from outside Leeds. One School

has successfully bid for a student internship based around their collections.

In some areas activity is gathering pace. The Ripon Cathedral Library Champion has used items in her teaching this semester. A public engagement event is planned in Leeds, with a "return" talk to take place in Ripon. A post-doctoral researcher has completed initial work on a catalogue of the fragments and has now been awarded a short-term Brotherton Fellowship to continue his work. Digitisation of the fragments will be



RIPON CATHEDRAL LIBRARY: WORK ON THE RIPON FRAGMENTS

prioritised with a view to producing an online resource, with this work feeding into a larger funding bid. We are seeing a surge in interest in such fragments as digital technologies allow us to reconstruct disbound manuscripts, and indeed dispersed libraries.

The Gypsy, Traveller and Roma Collections are the subject of a current temporary exhibition in the Treasures of the Brotherton Gallery. The Champion for this collection contacted a scholar at the University of Seville working on a project about Spanish Gypsies, with the idea of inviting them to Leeds to share reflections on their experience and explore avenues of collaboration. This resulted in a successful international seminar, "Why do we need Romani History?"



AN EDICT OF HOLY ROMAN EMPEROR FERDINAND II, SANCTIONING THE REMOVAL OF "ZIGEUNER" FROM LOWER AUSTRIA, DATED 1627

So, 18 Collections at least are getting some extra attention! The Champions are using new materials in their teaching and encouraging their students to visit Special Collections when thinking about dissertation topics. International scholars are learning more about what we have here in Leeds, and opportunities for new collaborations are presenting themselves. Best of all academic staff and Special Collections staff at the University of Leeds are enjoying new and fruitful relationships - exploring these collections together has been incredibly rewarding and a lot of fun!

Rhiannon Lawrence-Francis, Collections and Engagement Manager (Rare Books and Maps)

Special Collections and Galleries, Leeds University Library

<u>Developing a sustainable approach to teaching</u>

Once upon a time, in Newcastle University's Special Collections, the pleasure of teaching fell to two people, for the most part. As academic staff discovered what we could offer and undergraduate cohorts grew, teaching became burdensome. Dialogue with academic staff was ineffective, we had no repeat contact with students and little more than head counts, self-reflection and occasional peer observation by which to evaluate our teaching. Where we did solicit feedback, we measured satisfaction, which is subjective and outside the teacher's control. (Scheduling a workshop for 10a.m. was, according to one postgraduate research student, "cruel and unnecessary".)

The consequences of no change included: demotivated staff; not knowing what students needed to learn; having to decline requests; being under-valued by academic staff (Special Collections sessions fill gaps in timetables); and not having any information about the difference that our teaching makes to student performance.

Building capacity

A teaching group was assembled. Monthly meetings provided a forum for identifying training needs, exchanging experience and creating new workflows. This contributed to the raising of teaching skills and confidence within the team and increased capacity.

We mapped our current teaching and thought ambitiously about what we could offer in the future. We brainstormed, breaking our teaching into bite-sized topics such as collection strengths, source analysis, palaeography (basic) and a ten-minute general introduction adding some module-specific resources into the mix. Two/three people collaborated on creating resources for each topic. Those resources might be a few PowerPoint slides or a suite of resources that include screen captures, videos, practical tasks and lists of materials suitable for handling. These teaching resources act as building blocks, enabling everyone to quickly and easily construct teaching sessions. This approach makes more effective use of staff time and ensures uniformity of student experience.

Lesson plan templates encourage effective planning and enable colleagues to cover at short notice. We add reflections to them after the sessions: evaluating teaching via the autobiographical lens.¹

Communication

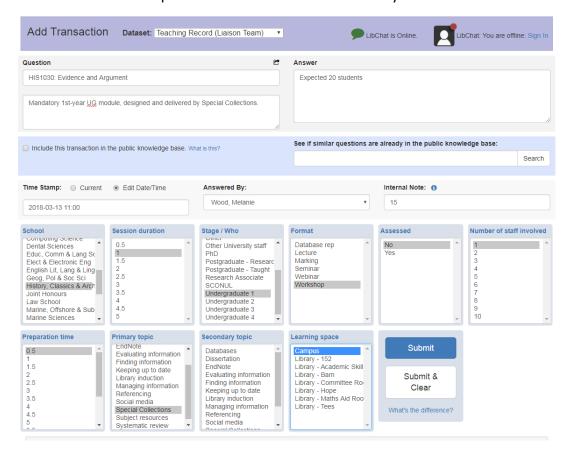
Initial dialogue with academic staff remains useful but requests for teaching sessions must be submitted via an online form: http://forms.ncl.ac.uk/view.php?id=11987. The beauty of the form lies in its mandatory fields: now we know what the academic wants the learning objectives to be and their preferred level of Special Collections involvement. Module

¹ Brookfield, S. *Becoming a Critically Reflective Teacher* (1995). Brookfield identifies four lenses: the autobiographical lens (self-reflection); the student lens (feedback); colleagues' experience (peer observation); and theoretical literature.

Leaders are encouraged to upload a copy of the module handbook and can identify relevant collection items.

Measuring impact

Basic information is captured in a teaching dataset within RefAnalytics, including the number of students we expected and the number that actually attended.²



Statistics only tell part of a story; qualitative data can be used to tell far more compelling stories to stakeholders. For the first time, we can tell those stories about our teaching.

We designed hard-copy student feedback forms: one for use in sessions that we have led; and one for use where we have taken a facilitating role. Students can simply indicate yes/no but there is provision for free-text comments. We then gather responses from each session into a single online form: http://forms.ncl.ac.uk/view.php?id=10926.

Where we have led the session we want to know how the students will use what they have learned. We ask: Did the session meet your expectations? Did you feel that the use of Special Collections materials was of relevance and value to the session? Have you acquired any transferable skills in this session that you can apply to other modules/further study/future career?

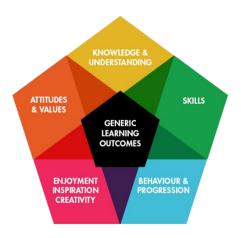
² RefAnalytics is used across the library to record transactions and produce reports. It is part of Springshare's LibAnswers: https://www.springshare.com/libanswers/.

Where we have facilitated the session, the emphasis is more on stimulating interest. We ask: Have you used Special Collections before? As a result of attending this session, are you likely to use Special Collections for your future academic studies? Is there anything about Special Collections that you would like to know more about?

Even this view through the student lens is an incomplete picture. We want evidence that our teaching impacts positively on students but, often, don't even know when a student subsequently uses our collections. Academic staff can provide that evidence. We send Module Leaders a link to an academic feedback form in the penultimate week of each semester: https://forms.ncl.ac.uk/view.php?id=261128. (As an incentive, we share what feedback we have.) We ask what impact our teaching had on the students and request supporting examples.

21 out of 54 students used items from Special Collections, which they indicated they had been inspired to seek out as a result of SC training sessions. One student searched copies of *The Lancet* from the 1890s for medical detail about blood-letting; another read the *Anti-Jacobin Review* to research attitudes to female virginity. The sessions had a great impact on the students' approach to research.

Students are not necessarily good at articulating learning outcomes. We are experimenting with a model of generic learning outcomes, breaking down students' comments and applying colour coding to determine the benefits that students derive from Special Collections teaching sessions.



- I know how to find archives in my region, which will be useful when I do dissertation research over the summer
- I saw far more & learned far more than I expected!
- Sparked interest in coming back and using wanting to think further than set module texts
- Taught me how using archives and special collections can tell a story about the novel
- Gave me some good critical analysis skills

Conclusion

Shared teaching resources have been successful; the next steps are to create digital resources in response to faculty moving some information skills modules online. We have already used feedback to improve our teaching. Being able to demonstrate the value of our teaching has led to small-scale collection development around teaching on some modules and to academic staff evolving new modules in partnership with us, sometimes building assessments around our collections.

Melanie Wood Special Collections Librarian, Newcastle University Library

Northern Rare Books Librarians' day out: Ushaw College



USHAW'S 'BIG LIBRARY' WAS BUILT IN THE MID-NINETEENTH CENTURY.

Late in Febraury (while it was still cold, but before the snow), a small group of rare books librarians in the North met for a day trip to the impressive Ushaw College. This was one of a semi-regular programme of meetings which involves librarians from a number of institutions, including the Universities of Manchester, Durham, Liverpool, Leeds, Lincoln and Nottingham, York Minster and Lincoln Cathedral.

As a first-time attendee, I was intrigued to hear about the fantastic work which colleagues across the North have been undertaking, and the number of similar challenges we all face.

Discussion topics included the value of student placements, digital initiatives, developing teaching, engaging our audiences and profiling our collections. Safe to say, the range of work taking place in these rare books libraries and

special collections is phenomenal, and some of those updates were the basis of articles in this newsletter.

After discussions (and a very nice lunch in the Ushaw College Refectory), our host Alastair Fraser (Assistant Librarian, University of Durham) took us on a tour of some of the extensive College buildings, formerly a Roman Catholic school and seminary, founded in 1808. The site was larger than many of us realised, at one point catering for up to 500 people, complete with a numerous chapels, a farm, separate school building for the younger boys and, of course, an impressive library. Many of the buildings were designed by Gothic revival architects such as A. W. N. Pugin during the nineteenth century Catholic revival. Although

the Seminary closed in 2011, a long standing partnership with the University of Durham continues the academic mission on which the College was founded.

As well as its striking Gothic style, Ushaw's library contains a wealth of rare materials on Catholicism in North East England, such as Jacobite Papers and the John Henry Newman Collection. The Catholic community at Ushaw descends from the



USHAW IS HOME TO SOME OF THE BOOKS OF DURHAM PRIORY; OTHERS ARE HOUSED AT DURHAM CATHEDRAL.

English College founded in 1568 at Douai which survived until the French Revolution. Ongoing work on the current collections in the College suggests that the very few of the books in the Library come from the English College: the original Douai library was broken up during the French Revolution. Instead, the majority of Ushaw College's collection is believed to have developed in an attempt to reconstruct the Douai Library, for which no catalogue is extant.



JOAN WILLIAMS, ALASTAIR FRASER AND SHEILA HINGLEY WERE ON HAND TO SHOW SOME OF THE TREASURES OF THE LIBRARY.

We were treated to a tour of some of the significant Bibles in the Ushaw Collection by Joan Williams, including the Plantin and Complutensian Polyglots: just two of the treasures in the impressive collection. In addition, Sheila Hingley introduced us to books from the Priory Library (58 in total) which are housed at Ushaw. Further mention of 'Hell', a formerly restricted area containing Protestant literature issued to members of the seminary under strict guidance, reminded us of how carefully access to these materials was managed. Now, thanks to the

work of cataloguers, around 75% of the materials are discoverable for researchers via the Durham University Library catalogue.

The day at Ushaw provided visitors and hosts with an excellent opportunity to share knowledge, discuss common problems and to meet with other specialists who work in relatively distant locations. The setting at Ushaw College could not have been better, and we are all looking forward to the next Northern Rare Books Librarians meet up.

Jane Gallagher, Special Collections Librarian (Rare Books & Digital Humanities)

John Rylands Library, University of Manchester

Exhibitions

Manchester: The Alchemy of Colour

Poisonous paints, blackened bones, and beetles steeped in alcohol. The latest exhibition at the John Rylands Library (University of Manchester) explores the strange and curious recipes that artists used to create some of history's most vivid colours.





Throughout the ages, artists experimented with intriguing ingredients to concoct their colours, often turning to nature in pursuit of the perfect pigment. Gorgeous yellows were made from cows' urine, inky blacks crafted from tree growths dissolved in acid and vibrant shades of blue emerged from crushing up precious stones.

The pursuit of the perfect pigment could be dangerous: orpiment, a golden yellow pigment, contained high levels of arsenic and the rich red of cinnabar is derived from mercury. But the risks left us a stunning legacy glimpsed in the spectacular items in the exhibition.

From the blues and greens of a 600 year old French manuscript to the intense yellow of an 18th-century Indian painting and the lavish gold leaf adorning an illustration of the planets from

15th-century Italy, these colours are still vivid, centuries after their creation.

The Alchemy of Colour uncovers the stories behind artists' palettes through some of the most striking manuscripts in the collection. Immerse yourself in a history of colour, played out in beautiful, rare and unusual manuscripts from around the world.

The Alchemy of Colour runs from 15 March to 27 August 2018 at the John Rylands Library, Manchester. It is free and open to all.

Check the website at <u>www.library.manchester.ac.uk/rylands/whats-on/colour</u> for more information.

Follow @thejohnrylands and check out #jrlColour.

Leeds: Rights and Romance: Representing Gypsy Lives

<u>Rights and Romance: Representing Gypsy Lives</u> is the latest exhibition at the <u>Treasures of the Brotherton Gallery</u>, Leeds University Library's showcase for Special Collections.



WATERCOLOUR BY FRED LAWSON. © SONIA LAWSON. REPRODUCED BY PERMISSION OF SPECIAL COLLECTIONS, UNIVERSITY OF LEEDS.

In the 50th year of the controversial Caravan Sites Act, the exhibition examines the changing perspectives on, and representations of, the Gypsy and Traveller community by those outside it, alongside the stories and voices of the community itself.

The exhibition draws upon the <u>designated</u>

<u>Gypsy, Traveller and Roma Collections</u> held by Special Collections at the University of Leeds. This co-curated exhibition challenges stereotypes by using community insight from members of Leeds GATE (Gypsy And Traveller Exchange) and the Gypsyville heritage group. Members of the community have played an integral role in selecting objects from this collection to go on display, and many of the artworks and photographs on show are interpreted using their words.

The exhibition runs from 1 March – 31 July 2018.

Book reviews

We are not including any reviews for the Spring issue, but this popular spot will be back in the Summer. In the meantime, if anyone would like to be a reviewer or has a book to review please contact

Jane Gallagher
John Rylands Library
150 Deansgate
Manchester
M3 3EH

jane.gallagher@manchester.ac.uk

Sell books, mend books, digitise books?

ADVERTISE YOUR BUSINESS HERE!

For advertisements rates and further details

Contact: Karen Brayshaw

K.Brayshaw@kent.ac.uk

CILIP RBSCG Committee Members

March 2018

| Karen Brayshaw | Co-editor Newsletter | K.Brayshaw@kent.ac.uk |
|---------------------|--|------------------------------------|
| Stephanie Curran | Digital Champion & Web Editor | snk.curran@gmail.com |
| Erika Delbecque | SocialLink Community Manager | e.delbecque@reading.ac.uk |
| Lucy Evans | Vice-Chair and Conference Coordinator | lucy.grace.evans@gmail.com |
| Jane Gallagher | Co-editor Newsletter | Jane.gallagher@manchester.ac.uk |
| Tanya Kirk | Ordinary Committee Member | Tanya.Kirk@bl.uk |
| Sarah Mahurter | Chair | Chair.rbscg@cilip.org.uk |
| Wanareer | | s.mahurter@arts.ac.uk |
| Iris O'Brien | Chair of the Bibliographic Standards Committee | Iris.O'Brien@bl.uk |
| Tim Pye | Day Events Co-organiser & ABA Liaison | Tim.Pye@nationaltrust.org.uk |
| Amanda Saville | Member Networks Forum Representative | amanda.saville@queens.ox.ac.uk |
| Dunstan Speight | Honorary Treasurer | Treasurer.rbscg@cilip.org.uk |
| Speight | | dunstan.speight@lincolnsinn.org.uk |
| Helen Vincent | RBS Liaison & Equality & Diversity Officer | H.Vincent@nls.uk |
| Melanie Wood | Honorary Secretary | Secretary.rbscg@cilip.org.uk |
| 77000 | | Melanie.Wood@ncl.ac.uk |