**Polyglot Resource Content Breakdown**

Hi Meg,

The following is a rough (but somewhat detailed!) outline of the kinds of things we would like to talk about in the polyglot digital resource. I’ve structured it according to the PDF framework you sent us – the idea being that the content I introduce below will go into although obviously nothing is set in stone quite yet. We can use this to talk about what the resource might look like at our next meeting.

When we actually get to the polyglot pages, you’ll see that I’ve tried to find some type of information that will apply to every section. Not all of it is linked to something in the Newberry’s collection at present. The narratives are also just briefly sketched out; but I will try to keep them manageable. There is no guarantee that we’ll use all of these items, but I wanted to lay out what our options could be. When we get there, the numbers correspond to the polyglot field breakdowns in the PowerPoint that I’ve sent you.

General Notes

Before getting into the specific images of the polyglot(s), I wanted to note a couple features that I hope are useable on any page in the resource.

* I love the scroll idea!
* As mentioned, I love the queuing idea as well
* The zoom feature is also an excellent idea, as it will allow people to explore the polyglot in other ways that with what we show them.
* I also liked the different icons for different types of material (Sources, Products, Translations) that you mentioned, and I’ve incorporated that into the descriptions in the specific polyglot pages.

Exhibit Home

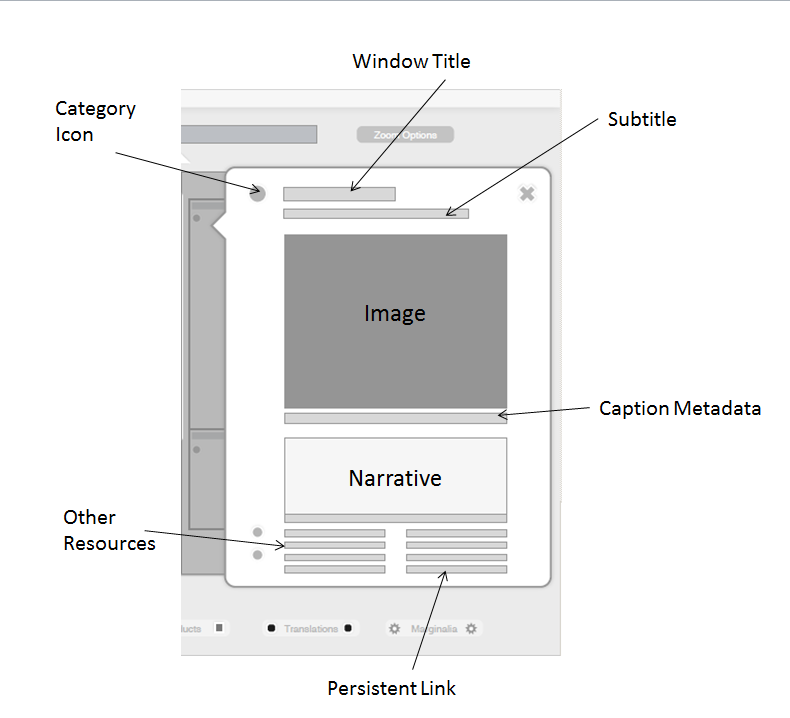
* Hero Image of Polyglot, Title of Resource
* Briefly introduce what polyglots are and why they are cool.
* Explain resource, which will show users three things:
  + *Sources* – Manuscripts and other scholarly materials that polyglot scholars used to produce these books
  + *Translations* - How the polyglot undoes the Tower of Babel, which we can see both in the words that they translated, the actual layout of the page, and so on.
  + *Tools* – other kinds of scholarly work that the polyglots made possible (learning languages, other scholarship)
* Include links to Religious Change Portal, Complutensian Polyglot in Digital Resource, Newberry Homepage, etc.

Polyglot Intro

* Describe the economic, scholarly, and religious conditions that created the “age of polyglots” (1502-1657)
* Describe the immense technical work and interdisciplinary collaboration needed to make a polyglot of this caliber.
* Introduce the three polyglots we will display (maybe each of these should get their own page?)
  + Complutensian (1517)
  + Antwerp (1571)
  + London (1657)

Note: fields below correspond to what would be included in the drop-down (or pop-up?) windows that appear when you click on an icon/field on the polyglot. Here’s an image of what that looks like for your reference (again, this is in no way final!)

Also, for the metadata field, that would include Creator, Title, Place of Creation, Creation Date in order. If I don’t have that information, I just left it out.



Complutensian Polyglot (Old Testament) – Open to Genesis 8

1. Hebrew/Aramaic Root words
   * Category/Icon: Tools
   * Window Title: Finding Fullness of the Word
   * Subtitle: Polyglot scholars promoted understanding Hebrew
   * Image: VAULT Case folio C 211 .51, v. 6, f. clxii – Hebrew Vocabulary in Complutensian
   * Caption Metadata (Creator, Title, Place of Creation, Creation Year)
     + Hebrew Vocabulary
     + Alcalá de Henares, Spain
     + 1517
   * Narrative
     + Talk about Hebrew was supposed to have the fullest meaning of God’s Word, but you had to know how to read it first. Root words are the backbone of the Hebrew language, and the polyglot scholars wanted everyone to be able to master them.
     + Mention how the image here links to a specific root word that we see on the main image.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=398508
2. Hebrew Text
   * Category/Icon: Sources
   * Window Title: Making the Hebrew Text
   * Subtitle: Scholars use medieval manuscripts to create the Hebrew text
   * Image: VAULT folio Bonaparte 5022 no. 9
   * Caption Metadata
     + First Chronicles in Hebrew
     + Spain
     + 11th century
   * Narrative
     + Not too difficult, you had to have the manuscripts in order to do the work. Best Hebrew manuscripts came from Spain, and everyone knew it, as even the later polyglots depended on Spanish manuscripts
     + Talk about the interesting history of this manuscript, mention it’s the Newberry’s oldest.
   * Persistent Link to Catalog : https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=961738
3. Vulgate
   * Category/Icon: Sources
   * Window Title: The Vulgate
   * Subtitle: The standard Latin translation of the Bible poses a challenge to polyglot scholars
   * Image: Case MS 216, ff. 5v-6
   * Caption Metadata
     + [Bible][Manuscript]
     + France(?)
     + Ca. 1230-1250
   * Narrative
     + Considered the standard Latin version, but also had a lot of problems with it, both in terms of Jerome’s translations and how many scribal errors entered into it over the years. Polyglot scholars in Spain and Antwerp had to tread carefully with this text, since the Church defended its primacy resolutely.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=814053
4. Targum Text
   * Category/Icon: Sources
   * Window Title: Aramaic
   * Subtitle: Scholars use medieval manuscripts to locate the first translation of the Old Testament
   * Image: VAULT Hebrew MS 1, ff. 5v-6
   * Caption Metadata
     + Targum Onkelos of the Pentateuch
     + Italy
     + 14th century
   * Narrative
     + Explain what the Targum is, a paraphrase of the Old Testament that was necessary after the Jews no longer spoke classical Hebrew
     + Talk about the manuscript tradition, how the Complutense scholars didn’t include anything beyond the Pentateuch, but later polyglots would once the editions became available. People had to be sure of the text before they moved ahead with it.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=124482
5. Septuagint Text (Greek)
   * Category: Sources
   * Window Title: The Septuagint
   * Subtitle: The Greek translation of the Old Testament gains new life in the polyglots
   * Image: Folio Inc. 5966, f. something
   * Caption Metadata
     + [Psalterium Graeco-Latinum cum canticis].
     + Milan, Italy
     + 1481
   * Narrative
     + Explain history of the Septuagint translation, note how Jerome’s Vulgate was supposed to improve the problems with this edition. These problems continued to dog polyglot scholars throughout the age of the polyglots.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=400646
6. Latin Translation of Septuagint Text
   * Category: Translations
   * Window Title: Learning Greek
   * Subtitle: Polyglots bring Greek into conversation with Hebrew for first time
   * Image: VAULT Wing ZP 538 .F92848, pp. 26-27
   * Caption Metadata
     + Sefer Tehilim = Psalterium Hebraicum.
     + Basel, Switzerland
     + 1563
   * Narrative
     + Discuss the troubled past of the Septuagint in Western eyes, but also point out the resurgence of Greek studies in the Renaissance. Part of making the Greek available meant translating it.
     + Use the *Sefer* to talk about the role of Greek as a biblical language, people clearly wanted to use it to learn more. This is the *editio princeps* of the Septuagint, and other polyglots continue to use it.
   * Persistent Link: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=952285
7. Vulgate
   * Category/Icon: Translations
   * Window Title: Calvary on the page
   * Title: Printers use page layout to protect the authority of the Vulgate
   * Image: Wing oversize ZP 5465 .P7013 from Plantin Polyglot
   * Image Caption
     + Christopher Plantin, printer
     + Antwerp, Belgium
     + 1571
   * Text: Preserving the Vulgate
     + This is where we talk about page layout, and how Cisneros and PLantin both wanted to uphold the standing of the Vulgate by putting it in the middle, like Christ crucified. See if you can find an image of that!
     + Talk also about how London doesn’t bother with this, since they are Protestants and aren’t as beholden to the Vulgate as the Catholic presses are.
   * Persistent Link: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=234961
8. Hebrew Text
   * Category/Icon: Sources
   * Window Title: Making Hebrew Type
   * Subtitle: Letter-founders create new typefaces for polyglots
   * Image: Case Wing Z 40535 .156, sig. B
   * Caption Metadata
     + Congregatio de Propaganda Fide
     + Alphabeta varia
     + Rome, Italy
     + 1630
   * Narrative: Making Typefaces
     + Talk about how important printers were for actually *making* the type. The typefaces for the Plantin were sold, but more often these had to be built from scratch for each Polyglot.
     + Talk about this little collection, which shows how the *Congregatio* tried to help the efforts to educate Near Eastern Christians by sending around specific types for people to use to make their own versions for their own polyglot projects. Could tie into the missionary output, too.
   * Metadata: Author, Title, Place of Publication, Publication Year
   * Persistent Link to Catalog
9. MS Annotations on Hebrew
   * Category: Tools
   * Window Title: Learning God’s Language
   * Subtitle: Polyglots make widespread study of Hebrew more available
   * Image: VAULT Wing folio ZP 538 .F9284, p. SOMETHING
   * Caption Metadata:
     + Johann Forster
     + Dictionarium Hebraicum nouum
     + Basel, Switzerland
     + 1557
   * Narrative
     + Like below, here is where we point out that these things were supposed to be *used*, and this is a great example of that, as the polyglot texts were supposed to be the definitive editions of the texts people could learn to use, such as what’s going on here.
     + Discuss this book in particular, especially how Forster proudly declared that his book was based solely on Biblical sources, which the polyglots exclusively provided.
   * Metadata: Author, Title, Place of Publication, Publication Year
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=182836
10. Hebrew/Targum Root Words
    * Category/Icon: Tools
    * Window Title:
    * Image: Kimhi Grammar
    * Text: Translating, not transliterating
      + Explain about how they had to do some serious work to get the Hebrew correct. They’d use Grammars to do this, it wasn’t just finding a text that you wanted and rolling with it. The exegetical readings are what they used to make sure the Hebrew was right, since there were some translations issues to work through.
      + Talk about Kimhi himself; huge figure at the time, the Complutensian scholars used him, connects to Spain’s deep connection to Jewish scholars, could mention Zamora as well.
    * Metadata: Author, Title, Place of Publication, Publication Year
    * Persistent Link to Catalog

**Plantin Polyglot (New Testament) – Open to Acts 2**

1. Syriac Text
   * Category/Icon: Sources
   * Window Title: The Syriac Bible
   * Subtitle: Polyglot scholars seek out manuscripts other Near Eastern Christians
   * Image: VAULT Hebrew MS 25, ff. SOMETHING
   * Caption Metadata
     1. Syriac Gospel Lectionary
     2. 13th-15th century
   * Narrative
     1. As these projects developed, people wanted more and more languages in order to help teach the “backward” Christians in the Near east. To do that, they needed manuscripts to come to them.
     2. Just talk about the Manuscript, I suppose. It is pretty fascinating. Give a bit of background on Syriac itself; a language used by some of the earliest Christians, who needed their own Bible.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=844229
2. Greek and Latin Text
   * Category: Translations
   * Window Title: The Polyglot Effect
   * Subtitle: Printers place the entire Word of God before readers
   * Image: Bonaparte 1928, Sig. A3 verso – A4
   * Caption Metadata:
     + Hieronymus Megiser
     + Specimen quinquaginta diversarum atque inter se differentium linguarum, & dialectorum
     + Frankfurt am Main, Germany
     + 1603
   * Narrative
     + Talk about the reason *why* polyglotters wanted these languages together; it was to undo the Tower of Babel. So showing them next to each other was probably a good thing. Things just got crazier as the polyglots went on, all the way up to 9 by the time we get to London.
     + Talk about the history of this text, mention the languages that do not appear in the example, but the idea is that it’s the same text being shown all the time.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=666622
3. Syriac Translation
   * Category/Icon: Tools
   * Window Title: Philology and Near Eastern Studies
   * Subtitle: Polyglots open up new forms of inquiry using Near Eastern languages
   * Image: Case folio F 017 .788, Title Page
   * Caption Metadata:
     1. Joseph Scaliger
     2. *De emendatione temporum*
     3. Paris, France
     4. 1583
   * Narrative
     1. Another example of what this information produced by the polyglots helped make possible: the historical and philological study of Near Eastern cultures. Other scholars and humanists took the knowledge of languages etc. and used them to do other kinds of work.
     2. Talk about Scaliger and what he tries to do with this work, figure out how far back history goes and how to measure time, make clear the connection between his work and the Syriac in the polyglot.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=656475
4. Latin Vulgate
   * Category/Icon: Translations
   * Window Title: Royal Patronage
   * Subtitle: Polyglots as signs of political power
   * Image: Wing oversize ZP 5465 .P7013, frontispiece
   * Caption Metadata:
     1. Artist? – Ask Walter Melion
     2. Antwerp, Belgium
     3. 1571
   * Narrative
     1. We should be talking about patronage somewhere, and we could use that spectacular frontispiece of *Hispania* from this edition to show Philip II’s involvement in the project as a way of contributing to the Counter Reform. This is where Reed’s comment about “the Counter-Reformation in folio” should come in.
     2. We could also mention Plantin’s political and economic motivations here, or the fact that the majority of the scholars who worked on the project were actually Protestants.
   * Persistent Link: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=234961
5. Hebrew Text
   * Category/Icon: Translations
   * Window Title: Transliterating New Languages
   * Subtitle: Scholars use Hebrew to unlock other Near Eastern languages
   * Image: Wing ZP 556 .Z61
   * Caption Metadata
     1. Johann Widmanstetter, ed.
     2. Syriacae lingvae Iesv Christo, eivsque Matri Virgini atq; Iudaeis omnibus, Christianae redemptionis Euangelicaeq́…
     3. Vienna
     4. 1555
   * Narrative
     1. Talk about how bringing in these new languages could be a problem, because nobody really knew how to read them. Polyglots were thus an opportunity to teach people these new languages.
     2. Discuss this text, which was the first Syriac Bible, but came with no translation, so no one could read it. The Antwerp scholars transliterated it into Hebrew, which was an improvement.
   * Persistent Link to Catalog
6. Greek Text
   * Category/Icon: Sources
   * Window Title: Greek Manuscripts
   * Subtitle: Polyglot editors reveal the Greek New Testament
   * Image: VAULT Greek MS 2, ff. 1v-2
   * Caption Metadata
     1. Gospels
     2. 12th century
   * Text – Knowing Greek
     1. Definitely use the reference to humanism, but point out how it was crucial for these guys to get manuscripts in Greek in order to do their work. More people knew about it, but you still had to go with the manuscripts
     2. Talk about collecting Greek Manuscripts; Complutense scholars got theirs from the Vatican…we think. Find out where others got theirs…
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=160179
7. Greek Text (could be anything here)
   * Category/Icon: Sources
   * Window Title: Acquiring Manuscripts
   * Subtitle: Polyglot editors depend on merchants and diplomats to acquire the sources they need.
   * Image: Case G 601 .137, Title Page
   * Caption Metadata:
     1. Ogier Ghislan de Busbecq
     2. The four epistles of A.G. Busbequius, concerning his embassy into Turkey.
     3. London
     4. 1694
   * Narrative
     1. Now get to the money. People couldn’t do this without significant help, especially diplomats, scholars, and other people going into the Ottoman Empire and acquiring these manuscripts. Mention that this gets easier as the polyglot age goes on, as relations increase.
     2. Talk about Busbecq, who he is, and how he loved to go purchase manuscripts, especially Greek ones.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=269378

London Polyglot – Open to Proverbs 1

1. Hebrew Text
   * Category: Sources
   * Image: No Image
   * Text: Founding letter types
     + Though the Hebrew is the “least good” of the types, we should mention here that these things often had to be made from scratch.
     + London in particular was probably the work of multiple artists (see Reed, p. 163), so you can talk about that.
   * Metadata
   * Persistent Link
2. Targum Text
   * Category/Icon: Tools
   * Window Title: Supporting Oriental Studies
   * Subtitle: Polyglots lead to creation of other linguistic material
   * Image: Case oversize X 442 .15, sig. A
   * Caption Metadata
     + Edmund Castell
     + *Lexicon heptaglotton*
     + London, England
     + 1669
   * Narrative
     + Talk more about Oriental Studies, with specific reference to learning how to read, speak, and write in these other Near Eastern languages.
     + Explain this text, a giant dictionary for all seven of the languages used in the London polyglot, which was made in connection with this work.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=287925
3. Vulgate Text
   * Category: Sources
   * Image: James Ussher, *The reduction of episcopacie unto the form of synodical government,received in the ancient church*
   * Text: State Support
     + Describe how many people were still concerned with the possible damage done to the Vulgate, getting people involved in supporting the project was key.
     + Describe Ussher, and his key role in getting London off the ground. Compare this to other important religious figures who supported polyglot projects in order to defend them from heresy accusations.
   * Metadata: Author, Title, Place of Publication, Publication Year
   * Persistent Link to Catalog
4. Septuagint Text
   * Category/Icon: Translations
   * Window Title: Matching Prints
   * Subtitle: Printers rise to the challenge of presenting the same text ICK.
   * Image: Case oversize C 211 .657, v. 3, pp. 118-119
   * Caption Metadata:
     + Biblia sacra polyglotta
     + London, England
     + 1657
   * Narrative
     + This is where we should make the point about how the printers themselves were involved in this activity; the fact that every passage here shows the exact same amount of text is quite remarkable, and fits into the idea of showing them the Word.
   * Persistent Link to the Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=236649
5. Targum Translation
   * Category/Icon: Tools
   * Window Title: Preparing the Way for the Polyglot
   * Subtitle: Scholars create texts to help others use polyglots
   * Image: Case X 3 .44, p.
   * Caption Metadata:
     + Brian Walton
     + *Introductio ad Lectionem Linguarum Orientalium*
     + London, England
     + 1655
   * Text: Oriental Studies
     + Similar to the Lexicon, but with more of an emphasis on communication. Discuss how these projects were meant to help clear up the unorthodoxies in the Christian East, which required written and oral communication.
     + Talk about this text, and focus on how it was printed in preparation for the polyglot, which becomes a kind of master textbook text.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=764078
6. Arabic Text
   * Category: Tools
   * Window Title: Arabic Studies
   * Subtitle: Polyglots stimulate interest in Arabic materials
   * Image: Wing ZP 535 .M4677, pp. 60-61
   * Caption Metadata:
     + Alphabetum arabicum
     + Rome, Italy
     + 1592
   * Narrative
     + Talk about the growing importance of Arabic studies, mention how London polyglot began with founding of Arabic chair at Oxford.
     + Explain what kind of text this is, point out the Medici press’s focus on conversion and Arabic materials, which the British would have used.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=193340
7. Syriac Translation
   * Category: Tools
   * Window Title: Preaching from the Polyglot
   * Subtitle: Polyglots support preachers by providing context for the Bible
   * Image: C 9911 .0755, sig. B verso
   * Caption Metadata
     + Shute Barrington
     + A sermon preached before the Lords Spiritual and Temporal in the Abbey Church of Westminster on Thursday, January 30, 1772
     + London, England
     + 1772
   * Narrative
     + Talk about how these books were used for preaching; preachers in this period wanted to have the best version of the text to be able to preach the Word effectively to their congregations
     + Explain how this sermon was produced by using the Newberry’s copy of the London Polyglot, and how this image points to this very verse. Also point out that Barrington owned our copy of the *Lexicon heptaglotton*.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=217355
8. Arabic Translation
   * Category/Icon: Tools
   * Window Title: Conversion and Education
   * Subtitle: Polyglots pave the way for converting and education Near Eastern Christians
   * Image: Wing folio ZP 845 .H6905, Proverbs 1
   * Caption Metadata
     + The Holy Bible, containing the Old and New Testaments, in the Arabic language.
     + Newcastle-upon-Tyne, England
     + 1811
   * Text: Bibles Beget Bibles
     + Talk about conversion here, remind people of how the polyglots were supposed to help get to the Christians in the East.
     + Talk about this particular Bible, note that the Arabic text was based on the London polyglot, and was also produced under the auspices of Shute Barrington.
   * Persistent Link to Catalog: https://i-share.carli.illinois.edu/nby/cgi-bin/Pwebrecon.cgi?DB=local&v1=1&BBRecID=236660