



Inside:

Mellon retrospective catalogue project

Seamus Heaney

... in praise of libraries and librarians

Book Reviews, Conference Reports ...



VOLUME 19: ISSUE 1

Publication Details

An Leabharlann: The Irish Library is published by The Library Association of Ireland and The Chartered Institute of Library and Information Professionals (Ireland). ISSN: 0023-9542.

Editor

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Production/Distribution

Distribution: Jane Clavin
Proof-reading: Jane Burns
Original design: Doop Design
Layout: David Cooke
Print: Dual Printing Co Ltd

Frequency

An Leabharlann: The Irish Library is published twice a year in March and October.

Acknowledgements

LIW photos by Richard Stokes

Library Association of Ireland,
Cumann Leabharlann na hÉireann,
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www.libraryassociation.ie

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Guidelines For Contributors

An Leabharlann: The Irish Library publishes articles on libraries, librarianship and other topics of interest to the library and information community on the island of Ireland. The Editorial Board invites original, unpublished articles for publication. Articles should be between 1,500 and 5,000 words. Occasionally, longer articles may be published.

Articles

Manuscripts will be reviewed by the Editorial Board.

Authors are asked to submit an informative abstract of not more than 200 words. Authors are responsible for the accuracy of statements and references in their articles.

Images which visually support the article are welcomed. Authors should also submit a photograph of themselves. Original photographs and/or high-resolution scans (300 dpi) would be most helpful.

Format

Manuscripts should be submitted by email attachment or on disc as Rich Text File (RTF). Text should be formatted in Times New Roman 12 pt., double-spaced, with margins of 2.54cm (i.e. standard A4 margins). Formatting of text (e.g. italics and bold) should be kept to a minimum.

Authors should provide their name, organization, position and the title of the article at the top of the first page. If the article was presented at a conference, details of the sponsoring organization, the date and title of the conference should be given.

Book reviews should include the full title, author or editor, publication details and price.

Conference reports should include details such as the sponsoring organization, the date, place and title of the conference.

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Microsoft Word and other word processing programs allow for a language to be selected. Please ensure that the language selected is either UK or Ireland English (i.e. NOT United States English).

The Oxford Style Manual should be followed for acronyms, capitalization, captions, punctuation, quotations and tables.

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Substantive changes to articles will be discussed with the author. For consistency, all material submitted will be copy-edited.

For additional information on style and referencing, please consult: Ritter, R.M. (Ed.). (2003) *The Oxford Style Manual*. Oxford: OUP

Copy Deadlines

31 July 2010 for October 2010 issue

31 December 2010 for March 2011 issue

The climate – both physical and economic – has been affecting libraries of late. The fragility of libraries and their collections has come into sharp focus in the last six months with a series of natural disasters at home and abroad. In late November, Ireland experienced the worst floods since records began more than 100 years ago. The new Reference and Local Studies Library (Cork County Library) was due to be officially opened when it was flooded. Much of the new stock was destroyed but some older material was salvaged. Early in 2010, earthquakes struck in Haiti and Chile. All Haitian libraries are awaiting structural assessments and the Blue Shield organization is undertaking a needs assessment. Chile has fared better in that the public library system is already well developed. A few days after the 'quake, some libraries were open again providing access to the Internet. At the time of writing, there are floods in Brazil and an earthquake in China.

Library Ireland Week 2010 was officially launched by Seamus Heaney. In his speech, which is published here, he acknowledges that libraries have always functioned in society as "... guarantors of literacy and learning and cultivated leisure..." (p.8) He notes that different types of library cater for citizens at different life stages: from the needs of children at the public library or in the school library, through university and college libraries to work-place libraries and other libraries where specialized needs may be met. Librarians provide help with selecting books for the very young, academic material for the undergraduate as well as the advanced scholar, and for all manner of personal passions and pursuits.

The current economic and fiscal situation is the worst in the history of the state. Some of our book trade friends have had serious difficulties. The implications for libraries are already being felt in some sectors and will be felt in all sectors for many years. Many discussions in the last few months would suggest that there are apparent gaps in knowledge both at government level and within the wider public service. Seamus Heaney refers to work-place libraries but where are the work-place libraries in government departments? While many government agencies have excellent libraries, very few departments have properly resourced libraries that are staffed by professional librarians. Given that we now have a well-resourced Oireachtas Library & Research Service, is it not now time to look at having departmental libraries in all government departments? Professional librarians are knowledge managers who are trained in delivering quality information in an efficient and timely manner. Libraries should be essential for research and informed decision-making at national and local level. At the very least, librarians would ensure better use of existing knowledge. The

recruitment of professional librarians for all government departments is more cost-effective than hiring outside consultants. Such a development would be a smart investment in the building of the smart economy.

Three articles confirm that planning is essential to the success of any project. Generous support through funding and sponsorship makes it possible to undertake special projects. Shane Mawe's article on the Mellon Retrospective Cataloguing Project at Trinity College Dublin is a concrete example of a library project which gives added scholarly value. It is important as it serves not only its immediate students and staff, but also the wider Irish research community and, of course, the international community of scholars. This project also shows the cultural and tourism contribution of libraries. In common with the National Cultural Institutions and other research libraries, Trinity College's contribution to tourism is enormous.



Liam Ronayne's article on reader development in Cork city shows the wealth of literature that is available in public libraries. It also reminds us that the user is central to our work as librarians. It is essential in these times to continue to promote these resources. Susan Lovatt describes how volunteers involved in social responsibility programmes are assisting one public library bridge the digital divide.

Despite the doom and gloom, there is good news from the library world. Library Ireland Week 2010 saw the launch of two strands of the PAL initiative of COLICO. Details of the schemes are given in the *News from the Stacks* section. Details of awards received by academic and public library staff are also noted in this section.

Two conference reports cover IFLA 2009: a general report by Monica Cullinan and a pre-IFLA satellite conference report by Eva Hornung. The Historic Houses of Ireland conference report may be useful for public libraries wishing to exploit their local studies collections.

In the President's Page, Siobhan Fitzpatrick discusses why she joined the Library Association of Ireland initially, reflects on the benefits that she has derived from personal membership and emphasises the importance of contributing to the profession. Membership provides numerous opportunities for involvement: through active membership of groups and sections, attendance and speaking at CPD events, conferences and seminars, or writing for publications of the LAI – including this journal!

Marjory Sliney, editor@libraryassociation.ie

Associateship

of the Library Association of Ireland ALAI

Recognising Achievement
Promoting Professionalism

Continuing Professional Development in a dynamic information environment

The Library Association of Ireland is the professional association for librarians in Ireland and represents librarians working in all types of libraries and information centres. The Association aims:

To promote a high standard of education for librarianship in Ireland by evaluating and giving recognition to degrees, diplomas or other professional qualifications in librarianship, and by conducting courses of study, setting examinations to test the proficiency of candidates, and issuing diplomas.

What is Associateship?

Associateship is open to members of the Association who satisfy the requirements in relation to academic qualifications in Library and Information Studies and relevant post-qualification practical experience.

What would the ALAI mean to me?

Advantages of Associateship include:

- Professional recognition of relevant academic courses
- Evidence of continuing professional development
- Evidence of personal achievement
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- Inclusion as Associate in annual Professional Register
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Who can apply for ALAI?

Application is open to any personal member of the Library Association of Ireland who:

- Has been a personal member for at least one year
- Is a personal member in good standing at the time of application
- Holds an academic qualification in Library and Information Studies which is recognised by the Library Association of Ireland
- Has at least two years post-qualification relevant experience

How can I apply?

Applicants should submit the following to the Education Committee

- Completed Application Form
- Outline of continuing Professional Development (not more than 500 words)
- Supporting relevant documentation
- Fee of €100

Full details are available on the LAI website at:
www.libraryassociation.ie

Or contact: The Secretary, Education Committee,
Library Association of Ireland, 53 Upper Mount St., Dublin 2

Email: education@libraryassociation.ie

Library Association of Ireland Education Committee

LAI Membership

Siobhán Fitzpatrick, President, Library Association of Ireland

MARJORY HAS ASKED ME TO WRITE a short piece for this issue on the benefits of membership of the Association. Perhaps I should begin by outlining what membership has meant to me as an individual. I joined the library sector in 1979 having already worked in different capacities in other sectors. I joined the LAI sometime in the early 1980s when I was working in one of my first jobs as a professional librarian. My primary reason for joining was to meet with colleagues from other libraries and to keep up with library developments by attending LAI conferences and seminars. In time I became a committee member of the AVIT (Audio-visual Information Technology) group which at the time provided much needed up-skilling and information for the sector. Serving on this committee enabled all of us to increase our organisational and team skills and to this day friendships made at the time remain strong. Later on, I served on the Rare Books Group as committee member and later as chair. This group holds seminars and workshops, organises outings to libraries throughout the island, and publishes monographs. I also served on the Executive Board for a number of years prior to election as President. As an Executive Board member it is essential to fully embrace the responsibilities of the Association, a limited company, and to ensure that the Association's work is timely, strategic and conforms to the tenets of good governance.



Team working and team building, networking, honing organisational, writing and recording and communication skills, working with colleagues from different sectors and learning from them, and having access to sound advice and expertise are all benefits which accrue to those who participate actively in the Association. Access to a membership base of 600 people is in itself worthwhile. The website and the Association's publications enable members to keep up with developments and to use these tools to publicise their own activities or to discuss issues of common interest. The conferences, courses and seminars offered by the Association provide opportunities for members' professional development. The ability to demonstrate involvement in the Association should feature on CVs and can be a positive factor influencing prospective employers.

Essentially, the Association is its members – how you use your membership and how you participate in the Association depends on you.

Siobhán Fitzpatrick,

President

‘... to this day friendships made at the time remain strong.’



In praise of libraries and librarians

**Seamus Heaney, who was awarded the Nobel Prize for Literature in 1995,
spoke at the launch of Library Ireland Week 2010**

SIOBHAN FITZPATRICK is not only the esteemed President of this Library Association of Ireland, she is also the indispensable and fondly regarded librarian of the Royal Irish Academy where I have the honour to be a member, so when she wrote last November inviting me to launch Library Ireland Week, she was, as they say, making me an offer I couldn't refuse. Still, while I accepted, I did add a single term and condition: 'One way or another,' I wrote, 'I'll probably be saying things that I have said before' – and I then tried to justify this by adding one of my favourite lines by the Polish language poet, Czeslaw Milosz, where he writes 'What is pronounced strengthens itself' and then adds, 'What is not pronounced tends towards non-being'. So this evening, ladies and gentlemen, it is my pleasure to pronounce in praise of libraries and librarians.

This week many local authority libraries, school, college and university libraries, specialist and research libraries throughout the country will be showcasing their collections and offering information about services and how to access them. It is a moment of celebration and a moment for all of us to raise a voice in praise of the service and enhancement provided by our libraries and librarians. Libraries, after all, are central to the common weal, the general well being of the country and the culture. They function now as they have functioned in all civilizations as guarantors of literacy and learning and cultivated leisure, but today they are equally important as sponsors of an ever more empowered, egalitarian, democratic world.

Behind the word 'library' stands the Latin word *liber*, meaning a book; but there is another *liber* word in the Latin language which means 'free' and which stands behind the English words 'liberty' and 'liberation'. So the link I'm suggesting between the general literacy of a population and the proper functioning of a democracy is already implicit in the foundations of the language. And this crossover, this convergence, this consonance is there in other languages as well. We have *leabhar* and *léinn* and *lí* for book and learning and law in Irish. In French we have *libre* meaning free and *livre* meaning a book and *librairie*, meaning – admittedly – a bookshop.

Still, bookshops and libraries have many things in common, including the fact that they both stand for access, access for young and old, for leisure class and labouring class, for the browser and the bibliophile, the professional researcher and the

retired pensioner. Libraries especially are there for the common good, to serve the whole population. Or to put it another way, libraries, and local authority libraries in particular, are against relegation – not only against the relegation of any group among their potential audience, but against the relegation of any of that audience's interests, against the privileging of any one section of their catalogue above the other. Each classification is given its right to shelf space and customer care, each has its singular claim to attention and esteem, from astronomy to zoology, from ancient classics to arts and crafts, from the audio books to the archived manuscripts, from the computer screens to the large print editions. And this is something to be saluted, pronounced and praised at the launch of Library Ireland Week, this commitment on the part of the country's libraries and librarians to cater for the variousness of people's endeavours, their different passions and pastimes, their different intellectual interests and professional needs.



And speaking of those ancient classics, I want to tell you about an image that came to mind the other morning when I was considering what to say here this evening. That half-thinking about things when you are only half-awake or nearly half-asleep is often more productive than the deliberate effort you put in when you get down to doing the actual job. At any rate, the image that came to me was out of Homer's *Odyssey*, from that part of the story when the great hero Odysseus has arrived in Ithaca after his ten years fighting at Troy and his ten years on the high seas getting home. He comes back disguised as an old beggar and is mocked and abused by the suitors who are lounging about his house laying waste to his possessions and hoping to win the hand of his wife Penelope. And then it is arranged that the contest for Penelope's hand is to be settled by an archery competition, a competition where the first test will be the stringing of Odysseus's great bow, and Homer tells the story with terrific relish and pace. There is a tense build-up as one by one the suitors fail even to bend the bow; but the part I remembered the other morning was the climax, where Odysseus, still disguised as the old beggarman, not only bends the bow and then, easily and skilfully, strings it – like a lyre player, Homer says, fitting a new string of sheep gut on the peg of his lyre. The test is to shoot an arrow straight through an alignment of twelve axe-heads lined up level on the top of twelve posts of equal height. When the archer aims, therefore, his perspective

will be through that long series of holes made originally for the axe shafts. And so, in the words of one translation,

*Odysseus of the many wiles
Raised the great bow and viewed it on all sides –
He took it in his right hand and tested the cord.
It sang sweetly then like a swallow in its sound...
He took a swift arrow that lay by him on the table...
Put it to the bridge, notched it, drew the string
And from where he sat upon the stool he aimed
And shot the arrow straight;
And did not miss one handle hole of all the axes.*

The primary value of a library, of course, is the fact that the primary literature and learning of the world is there on the shelves for the reader who requests it: books such as *The Odyssey* and *The Divine Comedy* or *Principia Mathematica* and *The Origin of Species*. But I'm focusing on this part of Homer's tale because the passage of that arrow through the axeheads, its swallow-like forward motion in and through and out – that fluent eager purpose of the arrow is a wonderful image of the kind of eager purpose and sensation of ongoing revelation which the mind of the library user experiences as he or she advances – advances not just through the stages of his or her reading list or research project, but through the different ages and stages of his or her life as a reader, entering the doors of the school library, the college library, then the local authority's library, the city library, the university library, the research library, the professional library, the national library, the foreign library.

That series of open axe heads which the arrow goes whispering through can stand for the open doors of every library that any one of us has entered in the past or will enter in the future. It is an image of our consciousness being forwarded opened book by opened book in the course of a lifetime; but it also serves as an image of the speeded-up age of the world wide web that we have all entered and are entering still. In the new world of computers and information technology, the arrow has become a cursor on a screen, a cursor that can open virtual windows at a speed that would outstrip even the speed of the arrow shot by the great archer in Ithaca.

We are now in a world where the holdings of every library from Babylon to the Bodleian are being made available at the click of a mouse, everything from the time when books were written on clay tablets to our own time when they are being wafted in and out of electronic systems at the speed of light. A world where an eBook contains as it were all books. Where knowledge and power are to be found not in a fairytale bottle containing a genie but in an electronic box containing everything that was ever in a volume, in a stack or on a shelf.

But it is far from it, as they say, that I was reared, and it was a very different box that introduced me to the world of libraries and of print.

What was known as 'the library' in Anahorish Public Elementary School in the 1940s was a well braced, conspicuously padlocked plywood box, about 4 foot square and 1 foot deep. This was standard issue at the time, supplied by the County Londonderry

Education Authority, a box containing a few dozen volumes, items that many parents would have called story books, because in some deep sense that padlock represented for them and for those in authority a general suspicion of reading that was non-utilitarian, a suspicion of too much freedom or pleasure, a reluctance to grant access to all that was liber and libre in the leabhair and the livres in the library.

Happily, it can now be said that over the past half century that suspicion has been to a large extent allayed and that reluctance has been eased. It was even weakening in St Columb's College when I was there in the 1950s and the Senior Library was

'... the holdings of every library from Babylon to the Bodleian are being made available at the click of a mouse,'

supplied with a full set of the *Encyclopaedia Britannica*. The S volume containing the entry on sex was soon so much in demand that you could find the place simply by opening at the seam of slightly sullied pages that functioned as an entirely reliable bookmark. Which meant that in St Columb's College, at any rate, the *Encyclopaedia Britannica* had attained the status of being literally a dirty book. But it also represented the beginnings of a break with a repressive past, not a clean break, perhaps, but still the inauguration of a more enlightened phase in the history of our national life, a history mirrored in the quality of the intellectual and imaginative life promoted by Irish Libraries and librarians.

I could go on. I should go on. Because it is worth pronouncing on behalf of libraries and librarians. Because it is my pleasure to launch Library Ireland Week and to be here in the company of you who are the guardians of what the Anglo-Saxon poet called the word-hoard. But let me end with a poem that could be a librarian's act of faith and hope and thanksgiving, one of my favourite poems by the man I quoted at the start, Czeslaw Milosz, entitled, 'And yet the books will be there' – as translated by the American poet Robert Hass:

*And yet the books will be there on the shelves, separate beings
That appeared once, still wet
As shining chestnuts under a tree in autumn,
And touched, coddled, began to live
In spite of fires on the horizon, castles blown up,
Tribes on the march, planets in motion.
'We are,' they said, even as their pages
Were being torn out, or a buzzing flame
Licked away their letters. So much more durable
Than we are, whose frail warmth
Cools down with memory, disperses, perishes.
I imagine the earth when I am no more.
Nothing happens, no loss, it is still a strange pageant,
Women's dresses, dewy lilacs, a song in the valley.
Yet the books will be there on the shelves, well born,
Derived from people, but also from radiance, heights.*

At the LIW launch ...



Josephine Brady, Seamus Heaney and Eileen Burgess



Norma Mc Dermott and Catherine Watters



Julie Mc Guirk and Steven Brennan



Susan Downes, Magalie Guigon and Katy Byrne



Sophie Evans and Caroline Waterloo



Jane Clavin, Kieran Swords and Eva Hornung



Marie Heaney
and Deirdre
Ellis-King



Marjory Sliney and Kate Kelly



Grainne Kelly and Mary Flynn

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- Rare Books Group
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- Youth Libraries Group

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A. Personal Members Local

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A Year of Reading Variouslly: The Year of the Constant Reader in Cork City Libraries

Liam Ronayne



On summer Saturdays younger readers took part in the citywide inter-library Constant Colouring Competition. In the photograph is Ailbhe Woods the winner, announced at the grand finale night on August 28, the gala celebration for all the Constant Reader summer activities for children. Included also are Liam Ronayne and Breda Hassett and Patricia Looney

Varied Programme

The programme included 189 individual events – readings, talks and discussions on books and writers, book club events & trips, book related exhibitions, book swaps, ‘readers senates’ bringing together book club members from all over the city, children’s events, in addition to six major competitions with fabulous prizes.

HARDLY A MONTH goes by without some big book prize or other being announced, with authors winning major sums, up to €100,000. But what about the people who actually read books? What if someone, for instance a library, rewarded the readers – the people who borrow books and use other library facilities on a weekly or even daily basis, those on whom libraries depend? In 2009 Cork City Libraries did just that, with a year-long programme to promote reading in all its variety, and just as important, to say a big thank you to our constant readers.

We welcomed some of the biggest names in writing during 2009 – Joseph O’Neill, whose novel *Netherland* was subsequently named as one of President Obama’s favourite reads, Jan Morris, one of the world’s most acclaimed travel writers, Michael Holroyd, Val McDermid and others – but there was much more to the Year than author visits.

Why ‘The Year of the Constant Reader’?

Like other libraries we have always felt that we have a special relationship with our constant readers. It is our readers who have created a lively space, a trusting urban space of books and reading. For years readers have challenged us with their requests ▶



Netherland author, Joseph O’Neill, drew a large and appreciative audience to the Central Library

and critiques. We have been inspired by the wonderful traffic of ideas, the friendships ignited by a shared love of reading, and the lifelong search for the truly brilliant book, for the truly inspiring authors. In 2009 we set out to celebrate these relationships and to remind ourselves, and the city at large, that the constant reader is at the core of everything we do.

Organising such a programme in a year of shrinking budgets and vanishing staff might not be the ideal way to do things, but this year, with so little good news about, the citizens of Cork in their response to the Year of the Constant Reader have reminded us all that the companionship of books is one of life's truly great gifts, dynamic and never-ending.

The greatest asset of any public library is its staff. Cork City Libraries are lucky in having Thomas McCarthy on the staff as a poet as well as librarian. It was Tom who suggested in 2007 that we devote a year to our constant readers, and suggested the various themes for the 10 months, February to November. The idea was quickly taken up by his colleagues.

Planning and management of the programme

Once the decision was taken to organize the Year, our first step was to look for sponsors and media partners. Before the end of 2007 we had secured the support of Frinaila Developments Ltd., and IES Ltd., and agreed a media partnership with the Evening Echo, the biggest selling paper in the region. Cork's 96fm, the station with the highest listenership in the region, came on board in 2008. A steering group, chaired by Liam Ronayne, City Librarian, began work on the details of the programme, the kinds of events we wanted, the wish-list of writers, the branding and marketing, and so on. After summer 2008 we engaged a project co-ordinator, Trish Murphy, which greatly speeded up the planning. Trish was on the *Cork 2005 European Capital of Culture* team, and her skills and experience, coupled with the enthusiasm and special knowledge of Libraries staff, were vital in making the Year of the Constant Reader a success.

Some highlights of the Year

The Year started with what turned out to be one of the highlights: 'Cork Re-Joyce' on James Joyce's 127th birthday, 2 February 2009. This day-long event featured the inimitable Senator David Norris, former Senator Brendan Ryan, poet Gerry Murphy, *Evening Echo* journalists, and many others reading selections from Joyce's books. Young tenor Ryan Morgan ended the night in style with some of Joyce's own favourite songs.

In September the focus was on the short story – Cork's own form, it could be said, with an international and local flavour. The Frank O'Connor Library, Mayfield, hosted a series of talks and readings on O'Connor and his mentor Daniel Corkery, while



David Norris enthralled a huge audience at 'Cork Re-Joyce!'

the Central Library was one of the venues for the Frank O'Connor Short Story Festival, welcoming writers from the US, Zimbabwe, and Scotland, with many people from abroad in the audience. November's theme – Remember the Read – biography and autobiography – also mixed the international with the local. Michael Holroyd is perhaps the greatest biographer in the English language: he spoke to an appreciative audience about the craft of biography, in a warm and engaging manner, definitely one of the highlights. In the same month, large crowds came to the Grand Parade for the series of readings by biographers of famous Corkonians, while the new Douglas Library also had a large audience to hear about the abducted 18th century Cork heiress Mary Pike.

Month by Month – Constant Reader Themes

- February** **Month of a Thousand Lattes**
reading for pure pleasure, with vouchers for a free coffee to cheer up constant readers waiting for winter's grip to loosen
- March** **Reading the Diaspora**
books on/by the Irish abroad, featuring readings by Joseph O'Neill and Liam de Paor
- April** **Month of a Thousand Roses**
inspired by the Catalan tradition of the book and the rose, we handed out 1,000 roses to our readers
- May** **A Month of Journeys**
focus on travel books, featuring a reading by Jan Morris, and talks and exhibition on Cork-born Robert Gibbings
- June** **Mí an Mheithimhh ~ Mí na Ghaoluinne**
leabhair is imeachtaí Gaelaigh – filíocht, dramaíocht agus logainmneacha

October – Books are the Business – had a quite different focus. This was one theme which changed radically from conception to execution. At the early planning stages we were thinking of some of the big names in business success, or possibly a dissenting voice like David McWilliams. As 2009 evolved it was clear we had to take a different approach so the focus changed to jobs and careers, with a very successful open event at which the public had direct access to expert advice on career development, jobs training, and business start-up.

These are just some of the highlights; the panel (see below) lists each theme, month by month. The full programme is on www.constantreader.ie; click on ‘Constant Reader events’ / ‘In case you missed it’.

So as the year ends . . .

What did we learn from the Year, and what lessons will we make use of in the years ahead?

COMPETITIONS & SPONSORSHIP

A big part of the celebration was the great array of prizes on offer:

- a week in a holiday home in Schull, and one in Ardgroom on the Beara peninsula, with a hamper from the English Market in Cork for each lucky family, delivered by the Libraries van;
- a romantic trip to Barcelona for two, for four nights, flights and accommodation included;
- a family trip to Parc Astérix near Paris (with flights and accommodation for four nights in Paris);
- a week for a family in the Corca Dhuibhne Gaeltacht,

- 2 tickets for the All-Ireland Hurling Final, plus overnight accommodation in Dublin, as well as many smaller prizes (see www.constantreader.ie. ‘Prizes’)

To start the year in February – Month of a Thousand Lattes – the Libraries offered vouchers to everyone who borrowed 10 books or more, to be redeemed at cafés in the city. In April, when the focus was on the literature of romance, Libraries staff handed out more than a 1,000 roses to borrowers.

REMAINING CONSTANT: LESSONS FOR THE FUTURE OF BOOKS AND READING IN CORK CITY LIBRARIES

One clear lesson from the Year is that an ambitious initiative like this could not succeed without enthusiastic partners. The support of Frinaila Developments Ltd. and IES Ltd. enabled us

‘The greatest asset of any public library is its staff.’

to offer attractive prizes. Securing a media partnership with the two main players in the Cork region – the *Evening Echo* and Cork’s 96fm – was even more important than financial sponsorship, as they were invaluable in letting people know what was happening. Equally important is having effective branding of the programme and its various events; we will continue to use the ‘Constant Reader’ brand for all our programmes and activities promoting reading, connecting readers with writers, and encouraging creative writing. We will ▶

- July–August** **For children: ‘Book Attack’**
an entire 2 months devoted to children’s reading during the summer holidays
For adults: A Sporting Read
focus on sports-writing just as the GAA season was hotting up
- September** **A Month of Stories**
Cork is the short story city – the focus was on the masters and on new short story writers
- October** **Books are the Business**
focus on jobs and careers and on what libraries have to offer in the recession
- November** **Remember the Read**
a month devoted to biographies and autobiographies, with special guest Michael Holroyd

Jan Morris’ reading was one of the highlights of the Year



also, where possible, produce attractive promotional materials for programmes and individual events.

One of the most striking lessons of the Year, although it hardly qualifies as a Eureka moment, is that there is nothing like a local subject to draw the crowds. While the Library saw large and appreciative audiences for writers such as Norris, O'Neill, De Paor, Morris, Holroyd, etc., we were guaranteed a full house for talks and readings on Cork people and topics. Examples included the biographical series in November, talks on the history of Cork's breweries, and on Robert Gibbings, the Carrigrohane-born artist, travel writer and publisher, and many, many more.

Different events drew quite different audiences; there is no one audience for readings or other book-related events, rather people come to hear and meet an author they like, or take part in an event that interests them. They may then take a chance on another writer, but, equally, may not. We know from surveys carried out towards the end of the year that some people came to

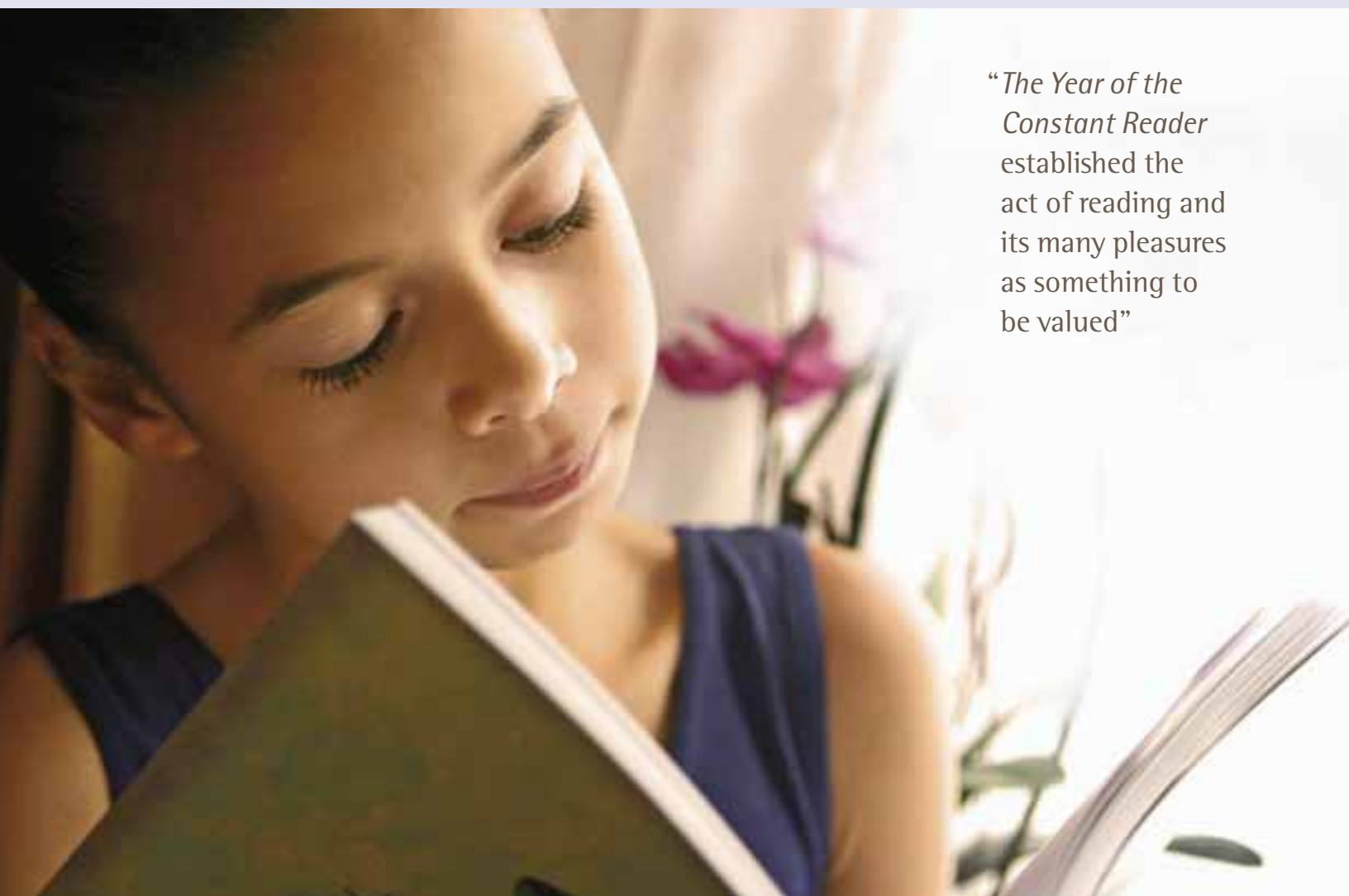
only one reading. Thus different events require different approaches to marketing. An active partnership with book clubs, including those not based in libraries, is one potentially fruitful approach.

The increase in library visits, common to most libraries, can be explained by a number of factors – including increased usage of library facilities, and of the various resources available for jobs and careers, by the recently unemployed – but a large part of the increase in Cork city can be linked to the extensive programme of events during The Year of the Constant Reader. An active and focused approach to reader development is not an optional extra: it is a key element in achieving public libraries' core purpose of fostering a reading culture in the cities and counties we serve.

After the years of the Celtic Tiger, when the accent was on spend, spend, spend, *The Year of the Constant Reader* established the act of reading and its many pleasures as something to be valued. Reading and readers never went away, of course, but now they are back at centre stage in the city.

Liam Ronayne, BCL, DipLib, ALAI is Cork City Librarian.

(Photos on previous pages courtesy of Cork City Libraries.)



“The Year of the Constant Reader established the act of reading and its many pleasures as something to be valued”

Mellon Retrospective Cataloguing Project in Trinity College Library Dublin



Shane Mawe, TCD



Introduction and background to the Library catalogues

Consolidation of any library's holdings into one searchable web based catalogue has its obvious advantages and is the aim of many institutions. Trinity College Library is no different. However, with holdings of 5 million printed volumes and access to numerous online resources (e-journals, databases and eBooks) the process of merging the various catalogues is not straight-forward. The Library serves the needs of the College community of 15,000 students and academic staff and it is also recognised by the Higher Education Authority as a national research resource for the academic community in Ireland. The Library was endowed with legal deposit privilege in 1801 and continues to receive copies of material published in the United Kingdom

Photo above: Arnaldo Pomodoro 'Sphere with Sphere' sculpture outside Berkeley Library, Trinity College Dublin

and Ireland. Over 12,500 external readers from Ireland and elsewhere visited TCD Library last year to consult its collections.

In 2004 the Library decided to examine the possibility of sourcing electronic records for the holdings contained in the *Printed Catalogue* and the *Accessions Catalogue*. The *Printed Catalogue* appeared in 1872 thanks principally to the achievements of James Henthorn Todd, Fellow of TCD, who began compiling the work in 1835. It contains entries for the early printed book collection and is the product of acquisitions over four centuries. Within 20 years of the College's foundation in 1592 the Library owned 4,000 books, being second only to the Bodleian Library, Oxford in the British Isles. The largest single acquisition of the seventeenth century was the 10,000 volumes of the library of Archbishop James Ussher which ▶

ABSTRACT

This article describes the Mellon Retrospective Cataloguing Project in Trinity College Library Dublin. It gives a description of the *Printed Catalogue (holdings up to 1872)* and the *Accessions Catalogue (1873-1963)* and provides an insight into the work of the project over its four year lifetime (2005-2009). The methodology used to co-ordinate the project is outlined as is the sourcing of electronic records for titles contained in both catalogues. It also shows how advances in a dynamic library environment can affect a project during the various stages of its lifecycle. It suggests options for future conversion projects as well as offering advice to institutions undertaking a comparable task.

Keywords

Cataloguing, Special Collections, Ireland

arrived in 1661. During the eighteenth century there were significant bequests from Archbishop William Palliser and Claudius Gilbert, and the gift of 4,000 pamphlets by Bishop John Stearne. Towards the end of the century the *Bibliotheca Butleriana*, Library of Theophilus Butler (d.1723), was given comprising 1,100 items from the late seventeenth and early eighteenth centuries. This formed the basis of the expansion of the library in the nineteenth century. In 1802 the Library bought the Fagel collection of 20,000 volumes, representing the bibliographic interests of a high-ranking Dutch family dating back to the mid-seventeenth century. Thus, the strengths of the collections are in British and Irish publications from the sixteenth century onwards, in sixteenth-century German works, in seventeenth- and eighteenth-century Dutch and French books and texts written in Latin, the *lingua franca* of early modern Europe. The subject coverage is comprehensive, with particular emphasis on law, theology, philosophy, cartography, on ecclesiastical, social, and cultural history, and on the history of science, medicine and ideas. The collections are in closed access shelving, mainly in the elegant and distinctive Old Library building which was completed in 1732. Copies of the *Printed Catalogue* listing these collections were available in the Berkeley Library (photocopy printout) and in the Department of Early Printed Books (microfiche and stand-alone database).

The *Accessions Catalogue* covers acquisitions from 1873-1963 and its large brown volumes will be familiar to generations of scholars. It is currently located in the Berkeley Library. Due to the fragile nature of the bindings it is hoped to relocate all 436 volumes and carry out vital conservation work on the individual volumes. The entries are in alphabetical order principally indexed by author. It was drawn up according to differing and obsolete codes, often lacks scientific differentiation between authors, and contains many entries only under title. There are some subject heading entries such as 'Ireland' 'Bible' 'London'. A conversion project, The Stella Project, completed in 1999 focussed on the 52 subject volumes which left a target of 384 volumes for the Mellon Project. The individual record entries are sparse on information. Typically the bibliographic data includes uncontrolled entries for author, title, basic publication and physical description information.

Early development

In January 2005 the Library applied to the Andrew W. Mellon Foundation¹ for funding to acquire and create catalogue records for the 400,000 printed items in the Library's two stand-alone catalogues: the *Printed Catalogue* and the *Accessions Catalogue*. The successful proposal which committed matched funding by TCD Library focussed on two main areas – the richness of the collections and the benefits of improving accessibility to scholars. The benefits of improved access would help realise the

research potential of the historic strengths of the Library while complimenting the creation of the Long Room Hub – TCD's Arts and Humanities Research Institute. The project was officially launched on August 21st 2005. Much time between January and August was spent on recruitment and planning. Initially the project employed the Project Manager, an Assistant Librarian and four Library Assistants. The project was overseen by a steering committee comprised of the Project Manager, the Keeper of Early Printed Books and Special Collections, the Keeper of Collection Management and an Assistant Librarian from Collection Management who had experience of the Stella Project in the 1990s. The group consulted and met with Vanessa Lacey who had managed a similar ten year project² at the University of Cambridge.

Methodology – Record capture

From an earlier sampling exercise the Library was confident of sourcing many of the records through existing databases. As the only Irish contributing member of CURL (now renamed RLUK – Research Libraries UK) TCD has ongoing access to its 32m records. Similarly as contributors to the ESTC English Short Title Catalogue, the library was entitled to download an estimated 40,000 records for its own use. The records contained in RLIN (Research Libraries Group Catalogue), now part of WorldCat, are also available to the Library. If any of the above sources failed to contain a suitable record for an item then the team created one and made it available to the wider library community for use. All records sourced are immediately accessible on the TCD web-based catalogue.

Methodology- Workflow Procedures

The committee agreed that work should commence initially on the *Accessions Catalogue* as the entries were less complicated. The majority of holdings comprise of English-language publications of the 20th century compared to the eighteen languages featured in the *Printed Catalogue*. Starting with a number of vulnerable volumes whose binding had deteriorated, the Library Assistant team printed out A4 working copies of their assigned volume from microfiche. Using Geac *Advance* client software tools *AdvPac* and *AdvCat*, staff ran a combined search of the TCD catalogue and the external databases to source a suitable match. Once saved, the source of the record and its local control number were recorded on the A4 working copy of the record. Any difficulties or problems were to be highlighted. These printouts were then analysed by the Project Manager and the Assistant Librarian for accuracy and problem solving. Typical issues that arose included no records sourced, unsuitable records captured, inability to identify a suitable record due to lack of information (e.g. no edition statement) and obsolete shelfmarks. It was agreed to rank the quality of each record downloaded by including a local 019 tag – Level A (Minimum level), Level B (Standard level) and Level C (ESTC standard). Pre-1900 imprints received an additional 569 tag 'Scholarly notes may be added at a later date' in the expectation that a second phase of the project would revisit the records and

1. <http://www.mellon.org/>

2. <http://www.admin.cam.ac.uk/news/dp/2002122003>



Long Room, Trinity College Dublin

enhance each one to an improved Level C standard. The role of the Project Manager and the Assistant Librarian chiefly involved quality control, the creation of new records, investigating the relocation of material, enhancing poor records and merging authorities.

Mellon Project Progress and Developments

By its very nature quantifying the records in the *Accessions Catalogue* proved a thankless task. Various sampling methods delivered varied results. The initial estimate of 200,000 proved wide of the mark resulting in a change in priorities. Less time would be devoted to enhancing records as the focus changed to ensuring that the most suitable record was sourced. With limited time available the checking of records would be limited solely to difficult records highlighted for attention by the Library Assistants.

As the project developed so too did its stature in the Library. A sharp increase in the number of TCD records submitted to RLUK was noticeable. The relocation of two staff members to the Berkeley Library helped raise the profile of the project higher. Valuable assistance was offered by staff members of Collection Management, Early Printed Books, Research Area and the Music Library. It was obvious that everyone associated with the project gained valuable experience working together and responded to issues and opportunities as they arose.

One such issue was the receipt of a file of 36,567 records from the ESTC in December 2006 based on information supplied by the library in the late 1970s and 1980s. On investigation, a number of these records lacked 852 tags or shelfmarks resulting in a disappointing 24,223 records loaded into GEAC Advance in March 2007. This unfortunate development had a negative effect on annual targets. However, the project received a major

Phillip when Professor John Byrne of the School of Computer Science met with the Steering Committee to discuss the online conversion of the *Printed Catalogue*. Thanks to Professor Byrne's sterling work a stand-alone electronic database was already available for consultation in the Department of Early Printed Books. Progress was swift and June 2008 saw the online catalogue main menu get an additional search option with a link³ to the digital images of the 1872 *Printed Catalogue Online* thus making it accessible to users worldwide. This major development helped achieve one aim of the project and allowed the team to concentrate solely on the records contained in the *Accessions Catalogue*.

In 2007 a review of staffing requirements by the Steering Committee saw the team expand with the creation of two new Library Assistant posts. Of the six initial recruits to the project, three remained for the full four years. The experience they offered to the project during the last year proved invaluable. By the end of the project in August 2009, thirteen people had been directly employed over various lengths of time. A substantial amount of time was devoted to recruitment, staff training and induction. Emphasis was placed on the continued professional development of staff throughout the project. Funding was released for a variety of courses ranging from a week-long intensive language course to attendance at LAI Rare Books Group workshops. The College was also in a position to assist with fees for external professional library courses undertaken by Project Team members.

In October 2007 the Library was awarded a grant under the HEA/NDP Research Equipment Renewal Grant Scheme to acquire a new Library Management System (LMS). The installation period from July – August 2009 of *Millennium* resulted in limited access to online resources which had a negative effect on output in the final quarter. However, provision was made for the team to continue their work using the familiar, but now redundant, GEAC Advance system. The gap-load of records was then imported into the new Innovative Interfaces Millennium on completion of the project.

Mellon Project Review

The project can be viewed as a success on many levels. The initial target of sourcing 400,000 records was within reach with a final figure of 342,843 new records now available for consultation in our web catalogue. Additional to this figure the consultations with Professor John Byrne helped ensure that access to c.180, 000 records of the *Printed Catalogue* was made available online. All staff involved in the project gained valuable experience and worked at all times to ensure its success. Not only has the Library and its users gained from the improved availability and accessibility of many catalogue records, it will also gain from the new skills and knowledge acquired by all staff members involved over the four year period. The high calibre of staff recruited to work on the project

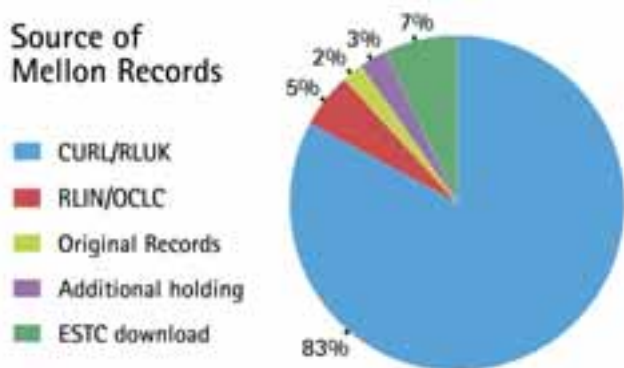
and the dedication shown over the four years is epitomised by the fact that two members worked towards a achieving a recognised professional qualification in Librarianship, whilst another member is close to completing a Ph.D. in Political Science.

Tangible benefits of the effort are visible at the various issue desks in the Library. Scholars are discovering and requesting an increasing amount of 'Mellon' titles from the web catalogue. This is extremely encouraging and justifies the time, effort and expenditure devoted to the project. Along with enhancing 11,037 records the project created 6,951 new records whose bibliographic data is now available for use by the libraries worldwide. With such a large number of records available online the academic merits of titles available vary from mid-16thc. *Works of Virgil to The atmospheric poisoning of houses by arsenical wall papers of all colours* (London, 1872). In 2004 Dryden scholar and academic Steven Zwicker visited TCD library. He was surprised to discover a wealth of Dryden's work in our Library as his preliminary online search failed to yield satisfactory results. He gave a commitment to support any bid the Library may put forward to fund a retrospective catalogue conversion. It is pleasing today to see *The works of John Dryden ...* by Sir Walter Scott (Edinburgh, 1882-93) listed in our web catalogue among 860 other Dryden titles.

The table and chart, below and on following page, illustrate the source and quantity of records loaded into the web catalogue by the Mellon Project.

Future Retrospective Conversions Projects in Trinity College Library

Totals	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009
CURL/RLUK records	3706	47637	53560	91519	87822	284244
RLIN/OCLC records	168	2198	1290	5770	8849	18275
ESTC downloads	0	0	24223	0	0	24223
Original records	90	1841	1766	1794	1460	6951
Additional items added	151	3567	2197	1354	1881	9150
Total new items	4115	55243	83036	100437	100012	342843
Records enhanced	0	0	1901	5004	4132	11037
Duplicate records deleted	0	0	540	713	889	2142
TCD record already exists	156	2511	3366	7627	10682	24342



While progress over the last four years has been encouraging there is ample scope to continue to invest in retro-conversion projects. The *Accessions Catalogue* remains to be completed: records for important works by significant Irish authors (in literature- Synge, Wilde and Stephens; in theology-Troy, Trench and Whately; in history-Stokes and Wadding; in music and classics- C.V. and W.B Stanford respectively), Voltaire and Wordsworth, among others await inclusion. The full integration of the 1872 *Printed Catalogue Online* into the library web catalogue and the enhancement of pre-1900 imprint records would be a logical step.

Retrospective Conversion Projects: Some Considerations

From personal experience of working on the Mellon Project it would seem that initial research on the extent of the workload is critical. Once quantified, a Predetermined Motion Time System (PMTS)⁴ study should ensure an accurate timescale for completion is in place. Options such as in-house versus external contracts, the bibliographic resources available to an institution and other variables will also require detailed assessment. Any application for external funding will have to illustrate not only the importance of the work to the institution but that the chosen methodology is the best option available. It is suggested that an organisation contemplating a similar project should view the work in stages. Being overly ambitious in the early years will lead to difficulties towards completion. For example, Phase I may solely involve sourcing records; Phase II the enhancement of records; Phase III sourcing records for uncatalogued collections; Phase IV digitisation of the titles including metadata from the sourced records.

Communication is also a vital component of any project. In the case of the Mellon Project the Steering Committee met regularly and reported to Library management and to the Board of the Mellon Foundation. As new developments arose they were discussed and the various bodies involved were updated on decisions in a timely fashion. Philanthropic institutions are generally more receptive to further applications if a healthy

relationship exists through regular communication, reporting and meeting of targets.

Do not feel tied to the initial proposal. The library environment is changing all the time and a dynamic project should be willing to take advantage of any opportunities as they arise. The failure to deviate from a plan composed any number of years earlier should receive more scrutiny than any successful changes implemented throughout the project's lifetime. For example, the Mellon Project Steering Committee examined output in year two and successfully budgeted accordingly to recruit two new personnel.

Finally, any project will only succeed if the individuals involved in its implementation are motivated and dedicated to their role. Expenditure on recruitment, staff training and continued professional development should be viewed as an investment and not as a drain on resources. Detailed pre-planning and organising cannot compensate for the effects of a de-motivated project team. With correct structures in place a project can overcome most impediments by keeping human resource management a high priority.

The Mellon Project staff 2005-2009

- Barbara Bidzinska, Library Assistant. April 2007-August 2009.
- Mercedes Blanco, Library Assistant. April 2007-August 2009.
- Aoife Doherty, Library Assistant. August 2005-August 2009.
- Chlora Hall, Library Assistant. August 2005-January 2007.
- Mary Higgins, Higher Library Assistant Executive (part time). September 2007-August 2009
- Catherine McDonagh, Library Assistant. October 2008-August 2009.
- Helen McMahon, Library Assistant. January 2008-August 2008.
- Shane Mawe, Project Manager. October 2007-August 2009.
- Encarna Moral, Assistant Librarian. August 2005-August 2009.
- Eileen O'Neill, Library Assistant. April 2007-August 2009.
- Nicole Seabrook, Project Manager. August 2005-July 2007
- Aimée Van Wylick, Library Assistant. August 2005-September 2007.
- Darina Wade, Library Assistant. August 2005-August 2009.

The project also received support from many staff members most notably Robin Adams, Jessie Kurtz, Professor John Byrne, Charles Benson, Margaret Flood, Peter Guiding and Barbara McDonald, Brid Conneely, Roy Stanley, Victoria Smyth, Niamh Harte, Geraldine Ryan and Helen Beaney.

Shane Mawe, BSc (Econ), ALAI, MCLIP is Assistant Librarian, Department of Early Printed Books, Trinity College Dublin

3. <https://www.cs.tcd.ie/1872catalogue/index.php>

4. A method of setting basic times for doing basic human activities necessary for carrying out a job or task.



Making Connections: The Library and the Community

Susan Lovatt

Abstract

During the last two decades the Internet has become a crucial component in the daily lives of many people. It is noted that 'the three elementary skills – reading, writing, counting – have now been complemented with ICT as a fourth basic skill.'¹ In today's digital world an inability to use the Internet contributes to social exclusion and can act as a barrier to democracy. People who are computer illiterate miss out on both social and economic opportunities.

This article describes how one library met the needs of its users through collaboration with local groups including transition year students and Age Action Ireland. It illustrates, through a case study, how social responsibility and cooperation with local groups can be a means to breaking the digital divide.

Keywords: ICT training; Social inclusion; Community cooperation; Transition Year; Social responsibility; Public libraries, Ireland

LIBRARIES ARE OFTEN PERCEIVED as safe, warm, neutral environments for learning; the ideal choice for organisations to use as a venue for learning and promoting projects to encourage digital knowledge and skills. The importance of collaboration and the role of libraries as an arena for digital learning with the community are widely acknowledged.

Public libraries engage in dialogue with partners in the community to extend their role as intermediaries in the lifelong learning process.

Since 1999, when public internet access computers were introduced to Irish public libraries, libraries have been proactive in breaching the digital divide by providing supporting steps to computer literacy. Many Irish public libraries have made arrangements with local Vocational Education Committees (VEC) staff or non-governmental agencies such as Age Action Ireland to provide formal instruction.

More recently, there is an eLearning initiative which allows individuals to undertake computer training at their local library.* In Norway a project was initiated in 2006 'Learn computer technology in your local library',² in this case library staff were the educators. The project which is on going has been

a success. However, it is noted that the one-to-one tuition is demanding on resources.

Case Study: Malahide Library

Background

Following extensive redevelopment and enlargement Malahide Library re-opened in December 2007.** A large function room is available for use by local groups and organisations. These new facilities coupled with increased disability access and extended opening hours has seen increased library usage. To ascertain the changing needs of our community the library advertised for suggestions on activities and events it could facilitate. While there were requests for more exhibitions and children's activities, the main request was for computer classes to be organized and run within the library. This request came primarily from older users and women who had been out of the workforce for a period of time and found themselves lacking in basic IT skills relevant in today's society. In an online Library of the Future Forum in Finland,³ participants echoed our users' wants by highlighting a need for guidance in using the Internet, which the library staff could provide. The response from users allowed us to develop our service and set out clear policies and objectives in relation to their needs.



importance of connecting with the community is universal in delivering a valuable service in libraries. Yuko Yoshida's research on a new theoretical framework for the Japanese public library service looks at Danish public libraries and especially the Gellerup (Arhus) public library project known as CCG-Community Center Gellerup. This project stresses the importance of public services and community involvement based on social inclusion. Yoshida notes that 'it is characterized by collaboration between librarians, volunteers and residents'.⁵

In developing its role as a space for digital learning, Malahide library has established a partnership with the local post-primary school.

Social Responsibility: provision of opportunities

Through a fortunate combination of circumstances, the needs of the library to provide computer classes and those of different community groups to engage in social responsibility activities (including corporate social responsibility) coincided. Library staff provide user education and training in online resources, especially those to which the library subscribes.⁶ This is done

either on a one to one basis or with classes. Existing staffing levels would not have permitted the library staff to commit to giving basic computer classes on an ongoing basis.

Connections and Collaboration

The Public Library Service: IFLA/UNESCO Guidelines for Development notes that the local library should establish links with local community groups and that 'the links should be used to co-ordinate the resources and efforts of each partner and thereby jointly improve services to the community'.⁴ The

The groups currently engaged in social responsibility activities include:

- Age Action Ireland volunteers
- Bank of Scotland Ireland employees
- Transition Year students⁷
- Individual citizens

1. Hansson, Mats (2009), 'The library as an arena for digital competencies (Editorial)', *Scandinavian Public Library Quarterly*, 42(3)

2 Rødevand, A. (2009) 'Norway: Learn computer technology in your local library', *Scandinavian Public Library Quarterly*, 42 (3) http://splq.info/issues/vol42_3/08.htm

* See <http://faslibraries.learnonline.ie/>

** The library has tripled in size (1190 sq.m), holds a stock of approximately 65,000 books and other material; free public Internet access on 16 adult and 2 junior computers. Prior to the extension, there were two public internet access computers available.

3 Salminen, O & Kekki, K. (2009) 'Yield of the library forum: the local library at the top of the wish list', *Scandinavian Public Library Quarterly*, 42 (1)

http://splq.info/issues/vol42_1/11.htm

4 *Public Library Service: IFLA/UNESCO Guidelines for Development*. (2001) Munich: KG Saur, 38

5 Yoshida, Y. (2009) 'Japan: A Japanese view on Scandinavian libraries: The public library as a space for informal learning: Introduction: Public libraries and citizen participation', *Scandinavian Public Library Quarterly*, 42 (4) http://splq.info/issues/vol42_4/09.htm

6 <http://www.fingalcoco.ie/CommunityRecreationandAmenitiesDepartment/Library/OnlineDatabases/>

7 Transition Year is recognized as the first year of a three-year cycle in the Irish education system. It is a unique programme for students who have completed the Junior Certificate (junior cycle).

Initial contact with the school took place in May 2008 when Transition Year (TY) students ran a class called “learn how to text for the over 55s” during the celebration of Bealtaine. In September 2008, TY students taking a social studies course entitled *Third Age Anthology* volunteered their time to set up and run computer classes in the library. This was carried out as a pilot project. Weekly computer classes were held. Each TY student took on the role of student tutor and these lessons were taught on a one to one basis. The classes were a success and laid the foundation for future collaboration with the school. The topics covered by the student tutors include setting up an email account, sending an email, making reservations for holiday, travel and concerts and similar basic tasks. This collaboration has helped in delivering technology-based classes to users who

‘... collaboration and partnerships have become even more important ...’

would have otherwise been digitally disadvantaged. Making the connection with the TY students has helped the local community in having various activities brought to them through the library. In addition to the local school, we have also had individual TY students from other schools in neighbouring areas.

The library has become a bridge for pupils, facilitating the transition from a highly structured environment to one where they will take greater responsibility for their own learning and decision-making.⁸ To assist in fulfilling this requirement the library has accommodated many Transition Year students with work experience in the past; this arrangement has developed more significantly over the last two years with ongoing collaboration with Transition Year students of Pobal Scoil Iosa (Malahide Community School).

Management of Library-based Computer classes

The library facilitates and holds classes with other organisations and individuals. Some are arranged through the library; other classes are run by local community groups who use the library facilities. Library personnel manage the booking of computer facilities and also maintain the waiting list for classes.⁹ The one waiting list provides students for the different volunteer groups. Library staff also assess what level of course the person needs: beginners or improvers. The library did avail of the current FAS eLearning initiative but has had only had limited demand for an improvers class. To date, the library has had no demand for advanced training courses. The library’s catchment area has a high level of home computer ownership/access to the internet.¹⁰

As different groups are involved in teaching computer skills, a range of classes is available to our users. If one-to-one tuition is preferred, we can match the learner with a TY student. Alternatively, if a class (5 or 7 people) is preferred, the learner is placed on a course provided by Age Action Ireland or other volunteers who will take groups. Courses may be run over several weeks or in more concentrated sessions (e.g., 2 hour sessions for 5 days) where individual TY work experience students are giving the tuition). In 2009, Age Action Ireland provided a training course for adult volunteers recruited by the library.

Teething problems

Following the first set of classes, some teething problems were noted which we were able to correct in subsequent classes:

- Classes ran over a period of ten weeks with a two-week break to allow the student tutors undertake work experience placements. This proved to be quite disruptive as some of the adults found that they had forgotten everything from the first two sessions and had to start all over again. The second sessions of classes were run in six-week blocks, with no gaps.
- Absenteeism proved to be a problem where a person taking the course found that they might not have a student tutor; to rectify this we made sure that we had an extra student on standby in case of absenteeism.
- One or two people taking the class were not complete beginners and the students found that they were ill equipped to meet some of their demands. The next time the classes were offered, library staff gauged the level of the people taking the classes, ensuring that they were complete beginners.

Feedback

The overall aim of the project between the TY student tutors and the library was to give people an opportunity to become computer literate. This allows them feel confident using a computer and accessing the Internet to develop life skills necessary in today’s environment. When computer classes were first advertised, it was not imagined that by the end of 2009 the student tutors would have helped more than eighty people get to grips with basic computer knowledge and the Internet.

The feedback from both the student tutors and those taking the classes is extremely positive. Those taking the classes have developed a newfound confidence in using computers and accessing the Internet. This has become evident to us, as some of the students attending the classes have been observed coming into the library to book a computer to practice what they have learnt.

Benefits

There have been numerous benefits for users, student tutors and the library from the supported computer sessions: they have helped bridge the digital divide and, in turn, brought new users



to the library. By catering for the needs of those on the waiting list for computer classes, the library is fulfilling its mandate to be proactive in helping people become computer literate, in learning new skills and enabling them to access information. They are no longer excluded but are enabled to participate in the digital era. Previously run computer classes were carried out under the auspices of Age Action Ireland. Although one of their criteria is that anyone taking part in the course should be over 55 years of age, there is no lower age limit for anyone taking part in the classes run in the library allowing us to reach a wider audience as not all late adopters of the Internet are over 55.

An accidental benefit for the library is the marketing opportunity it has provided. From talking to the student tutors, it became obvious that many of them had not been regular library users before they volunteered to do the computer classes.

They were amazed at what the refurbished library had to offer. Older users are very positive about the range of services now available in the library. Apart from the standard services, Malahide library also houses the Citizens Information Centre.

The rationale underpinning the Transition Year Programme is that the student is given the opportunity to become a responsible member of society, (Transition Year Guidelines)¹¹ through developing links with the wider community as educational partners. Making the connection with our users and TY students has given each the opportunity for personal and social development. Users participating in the computer class have gained new skills allowing them to become part of the online social network. At the same time, the TY students have gained experience in assessing their students' needs and developing lessons on an ongoing basis. ▶

8 Transition Year Guidelines
http://www.education.ie/servlet/blobServlet/pp_transition_year_guidelines_school.doc

9 The waiting list now exceeds 150.

10 <http://beyond2020.cso.ie/Census/TableView/tableView.aspx?ReportId=76524> [Accessed March 26, 2010]

11 Transition Year Guidelines
http://www.education.ie/servlet/blobServlet/pp_transition_year_guidelines_school.doc



Having the course run on a one-to-one basis allowed the student tutors and students work out what information they wanted out of the session. In some cases the student brought in their laptop and the student tutor was able to show them how to use it. For example a lady had a Mac laptop and we were able to match her with one of the students who had Mac experience. Making the connections with the school has helped dismiss some of the myths for our users surrounding computers. One comment made by an attendee was “it’s great I am able to turn the damn thing on and of without breaking it!”

Planning for the future

In her article “Branching out: A Decade of Achievements, 1997-2007”, Norma McDermott comments on the future requirements in the area of ICT facilities, She suggests that “increased bandwidth, storage capacity and tailored service provision in line with public needs should underpin the access agenda”.¹² We have had on-going demand for Wi-Fi. Many of our older users – including those who have availed of ICT classes – have been given laptops by their families.

Fingal County Libraries are currently rolling out Wi-Fi thus allowing the library to become a leading contender in providing a crucial service in the digital age. People using their own personal computers can aid the eventual phasing out of physical computers in such large numbers, thus reducing problems that occur with hardware and software; it would also create more space. Other library authorities provide Wi-Fi. For the library to compete and become a leading contender in technical challenges of the 21st century, the rolling out of Wi-Fi is welcome.

The imperative of Wi-Fi is reiterated in a study undertaken in the UK. This study¹³ shows that with the introduction of wireless for public use, respondents with Wi-Fi say that the main benefits are “that the services has raised the profile of their libraries, attracted new users or has enhanced the library service”.

Conclusion

All public libraries are experiencing an increase in demand for their services. With fewer staff and resources, collaboration and partnerships have become even more important to help deliver a quality service. In making the connections and developing partnerships with schools and community based organisations

12 McDermott, N. (2008) ‘Branching Out: A Decade of Achievements, 1997-2007’, *An Leabharlann, Journal of the Library Association of Ireland*, 17 (3):17-28

13 <http://www.insight-media.co.uk/wifisurvey/Wi-Fi%20Services%20in%20UK%20Public%20Libraries%20April%202009.pdf>

the library is in a position to provide a range of library and information services to meet the varied and changing needs of the community. As shown, the social responsibility and outreach elements of Transition Year have contributed to both the personal growth of the individual student and led to a successful source of volunteers to assist with activities in the library. This support has given the library staff and the public opportunities to explore different ways of delivering a great service during recessionary times.

In developing its role as an arena of digital learning, Malahide library has established a partnership with the local school and TY students from surrounding areas. This collaboration has assisted in delivering technology-based classes that have helped users breach the digital divide. Making the connection with the TY students has helped both the library and the local community which it serves.

Susan Lovatt BA, DipLIS is Librarian, Fingal County Libraries.

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CONFERENCE REPORTS

Conference Report 1



“Creative

“Libraries Create Futures: Building on Cultural Heritage” was the theme of the 75th IFLA General Conference and Assembly, which took place in Milan, August 23-27, 2009. Claudia Lux, outgoing President of IFLA, welcomed delegates saying:

‘Milan is renowned as one of the world capitals of design and fashion, and I believe, this is what libraries need – worldwide. Libraries need not only newly designed buildings or newly designed catalogues, they also need fashion, meaning current styles that reflect how libraries are developing along with their customers’ needs ... What is even more significant is the role of creativity in a creative city like Milan. Libraries create futures; this is all about creative people behind a library desk. Apart from high technology and automated systems for stacks or catalogues, there is still a need for creative minds, and librarians certainly have them. The librarian who understands the question asked, the librarian who selects the information sources, the librarian who evaluates the result. The human factor is the key for creativity, creativity to develop services and ideas to create futures.’

Throughout the week 4,496 delegates from 136 countries were in attendance, approximately 230 papers were delivered, 219 meetings were held, libraries visited, groups went on study days, the business of the Library Association was conducted, a new IFLA President, Ellen Tise, took up office. We all enjoyed the beauty, hospitality, cuisine and sunshine of Milan.

Being a good delegate at IFLA is physically demanding. Sessions generally start at 8.30 am and conclude at 6pm, with short lunch breaks. However much one scrutinises the programme and plans one’s day, as instructed in the Guidelines offered to delegates on how to get the most from the conference, there are all too many clashes between parallel sessions, workshops and library visits. At this IFLA conference, sessions varied greatly in quality of content, and attendance at sessions went from standing room only to almost empty halls. Some words and phrases that I noted at sessions I attended: ‘New models of radical collaboration’ – ‘Brand the library’ – ‘The Baby manages the Boomer’ – ‘Libraries today must provide meeting places and hiding places’ – ‘Leadership is not being the boss’ – ‘Transliteracy’ – ‘Repository fatigue’.

Two key elements of the conference are the Exhibitors’ Hall and the Poster Session.

Over 70 exhibitors, ranging from the American Library Association to mk Sorting Systems, gathered to show what is new and exciting. Unfortunately, walking around the displays this year in Milan one overheard the words ‘recession’ and cut-

minds at library desks”

IFLA Milan Conference report by Monica Cullinan

backs’ frequently. The 103 posters selected for display created much interest, all illustrating the theme of the conference. One I found particularly interesting was presented by Monica McErlane from the Linen Hall Library, Belfast, on the Northern Ireland Publications Resource: NIPR (<http://www.nibooks.org>).

Threaded through the week of the conference is the calendar of social events, which begins at the opening ceremony on Sunday morning, and this year, interspersed with the speeches of welcome, delegates were delighted by the theatrical group, Teatro Alkaest Associazione Culturale, depicting the antics of ‘two bizarre librarians’ sneaking into IFLA 2009 to reveal the extraordinary ‘Book of Books’, a volume which contains the history of the world! Later that day, the Teatro alla Scala opened its doors to the delegates and guests for a very special concert, ‘Not Every Sound Disturbs Librarians’. Soloists from the Accademia Teatro alla Scala, accompanied by the Orchestra of the Accademia, conducted by Daniele Rustioni, presented a delightful, and challenging choice of Italian opera arias. This enchanted evening was equalled on Tuesday, traditionally the evening of the IFLA dinner (which all too frequently is a scrum!) when delegates were given vouchers for dinner in a selection of restaurants, ranging from the posh establishments in the Vittorio Emanuele II Galleria to McDonalds, all offering the same menu. Milan that evening seemed to be populated only by IFLA delegates, as they moved from restaurants to exhibitions in any of the many galleries opening late for us, ending at the Duomo for another wonderful concert. Milan also hosted the first International IFLA Football Tournament, won by the Bavarian State Library.

IFLA truly is not just another conference, it is an experience. In 2010 it moves to Gothenburg, Sweden, with a theme which mirrors that of the term of office of the current IFLA President: ‘Open Access to Knowledge – Promoting Sustainable Progress’. Information on all IFLA conferences, past and future, is available at <http://ifla.org>.

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Right: The Galleria Vittorio Emanuele II, Milan



Moving In, Moving Up, and Moving On: Strategies for Regenerating the Library & Information Profession

35 degrees centigrade that make my gelato melt quicker than I can eat it? Check.

... Fantastic food beautifully arranged? Check.

... Librarians from all over the world? Check.

... It must be an IFLA conference in Italy!

Some 80 LIS professionals from around the globe met at the University of Bologna for the IFLA satellite conference “Moving



In, Moving Up and Moving On”, a fitting tribute to the enormous impact one of the oldest universities of Western Europe had and still has on learning and teaching. For the first time,

the Continuing Professional Development and Workplace Learning Section (CPDWL) joined forces with the recently formed New Professionals Special Interest Group (NPSIG), which proved to be fruitful for both parties, because it brought people at different stages of their career together to explore issues of leadership, mentoring and workplace learning in general.

Participants were welcomed by Susan Schnuer (CPDWL chair) and the President of the University of Bologna Library, Prof. Pazzagli. An informal ice breaker session got everybody chatting to each other right away. Two short presentations by librarians from Morocco and Uganda were followed by the opening reception held in the cloister of Santa Christina, the magnificent grounds of the former convent, which also provided space for conference posters.

“Owning our future: 21st century librarians” was the title of the Elizabeth Stone Memorial Lecture, given by Alex Byrne (University Librarian, University of Technology, Sydney). He outlined how many of today’s challenges such as the global financial crisis or climate change can be traced back to insufficient knowledge and how even small changes to the information flow can have huge consequences. He argued that, as LIS professionals, we have a special responsibility not only towards the users of our libraries, but that our values are badly needed to shape the information society we are living in and that we need to take a stance as a profession.

Anneke Manche focused on a project on professional learning networks in public libraries in the Netherlands and her

interactive presentation got us thinking about our own views on knowledge sharing. Clare Walker’s paper explored new ways of how research librarians can support their clients arising from her work in South Africa. The Quality Leaders project in public libraries in the UK was described by Dave Percival. He felt that the most important skill to have when working with young people is “the human touch”. We agreed that that could be extended to all library settings.



**8th World Conference on Continuing Professional Development & Workplace
Learning for the Library and Information Professions,
18th –20th August 2009, Bologna, Italy**



Other presentations included a research project on LIS graduates from Spain, their professional training and entry profiles; my own paper on one-person libraries in Ireland and a study by Judith Broady-Preston who examined CILIP's ongoing work on their continuing professional development framework and their move towards a mandatory scheme.

Thursday started for me with a workshop on reflection hosted by Barbara Sen (University of Sheffield). She talked us through



the steps involved when engaged in reflective writing and we were encouraged to compose our own texts and share them with fellow attendees. I then listened to papers on workforce planning at an Australian university library, social representation of librarians in Colombia and mentoring schemes in Sweden and the USA. Arising out of discussions with some Italian colleagues on Wednesday night, we were invited to an impromptu presentation on the conditions of recruitment of professional librarians in Italy. Colleagues there do not necessarily need to hold a LIS degree, but all have to undergo an exam (which has nothing to do with LIS whatsoever!) and only the top few then make it onto a panel. It can take five years or more before they secure their first professional post. All in all a very disheartening situation and one we felt IFLA, despite its neutral, non-political stance, should monitor and possibly lobby against. It is in the interest of all LIS professionals to work together to ensure the continuity of our professional qualifications.

I attended the meeting in a private, academic capacity, but the excellent mix of papers and posters by academics and professionals also gave me new ideas for my daily work and offered great networking opportunities with members of other LIS associations. The conference was extremely well organised with plenty of time for informal chats over a cup of coffee. The only regret I have is that I could not attend all the presentations as papers had to be grouped into parallel sessions. Now, where did I leave this transmogrifier?*

Further Reading

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Attendance at this conference was sponsored by awards from IFLA- CPDWL and the University of Sheffield.

Eva Hornung is Librarian, CDVEC Curriculum Development Unit, Dublin

* See "Calvin & Hobbes"

Left: La Sala Borsa City Library, Bologna

Historic Houses of Ireland

Seventh Annual Conference
NUI Maynooth
18-19 June 2009

The Seventh Annual Historic Houses of Ireland Conference was organised by the Centre for the Study of Historic Irish Houses and Estates (CSHIHE), and took place in NUI Maynooth on the 18th and 19th of June, 2009.

Prof. Comerford of NUI Maynooth's History Department gave the opening address. The first session entitled 'Aspects of Culture in the Historic Irish House' and included three papers.

Dr. Karol Mullaney-Dignam (CSHIHE) addressed the subject of music in the Irish country house, using a pilot project in Birr Castle in Co. Offaly as the focus of her presentation.

Dr. Patricia McCarthy (Royal Irish Academy) spoke on private theatricals in eighteenth century Irish houses, referring to a number of examples including performances at Carton and Castletown in Co. Kildare. An interesting insight into life at Castle Blunden in County Kilkenny was presented by Caroline and Jane Blunden. The sisters recalled their childhood adventures in the grounds of the house, and the restoration of Blunden Villa.

The 'International Perspectives' session included a paper by Vicomte Olivier de Rohan (Société des Amis de Versailles) on castle and manor houses in Brittany, including Josselin Castle, where the Vicomte grew up. This session also included a paper delivered by Olga Sinitsyna (Library for Foreign Literature, Moscow) and Natalia Kopelyanskaya (Russian Institute of Cultural Research) on the historical, architectural and social aspects of some Moscow estates of the eighteenth and nineteenth centuries. The keynote address was delivered by Dr. Martin Mansergh, TD, Minister of State at the Department of Finance with responsibility for the Office of Public Works, followed by a reading by Desmond Fitzgerald, Knight of Glin from his publication *Glin Castle: Seven Centuries of Change*.

In the session entitled 'Repatriation, Redefinition Relevance'. James Lomax (Temple Newsam House, Leeds Museum and Galleries) spoke on the subject of repatriation, using Temple Newsam in Leeds as a case study. Also exploring the subject

of repatriation, Tim Knox (Sir Sloane's Museum, London) based his paper on the return of the historic contents of two important Northern Ireland houses, Florence Court in Co. Fermanagh, and Prehen House in Co. Derry. Dr. Emma Plunkett-Dillon (National Trust Wales) provided attendees with a useful overview of Welsh legislation, the outreach possibilities of historic properties, and the importance of developing links with the community.

The next session entitled 'Education and the Future of the Historic House in Ireland' was chaired by Prof. Tom Collins, (NUI Maynooth), and included a paper from Dr. Terence Dooley (CSHIHE), addressing the Centre's role in education, dealings with the Irish Historic Houses Association, on-going projects and future plans. Sean Ó Broin, (State Examinations Commission) delivered an interesting overview of construction studies at post-primary level, giving attendees a flavour of the kind of projects being undertaken by second-level students throughout the country. This was followed by a short presentation by the Irish Historic Houses Association.

The final session covered aspects of a selection of Yorkshire country houses and included papers by Peter Brown (Fairfax House), Caroline Carr-Whitworth (Brodsworth Hall) and Prof. R.F. Foster (Carroll Professor of Irish History, Oxford University). The event closed with a discussion forum consisting of representatives from the Irish Heritage Trust, An Taisce, Irish Georgian Society, Department of Environment, Heritage and Local Government, Heritage Council, and Fáilte Ireland.

This year's conference touched on key issues such as preservation, legislation, repatriation, and education, reflecting the interests of a wide range of different professionals represented, including librarians, archivists, curators, historians, teachers and conservators. It was a thoroughly interesting and informative event.

Roisin Berry is Archivist, OPW-NUIM Maynooth Archive and Research Centre, Castletown, Co. Kildare.



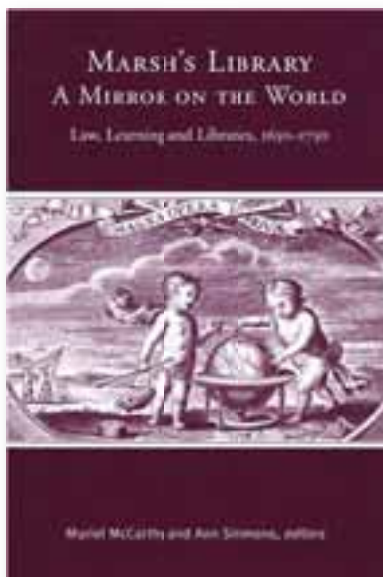
Marsh's Library: a mirror on the world: law, learning and libraries, 1650–1750

Edited by Muriel McCarthy and Ann Simmons. Dublin: Four Courts Press, 2009. ISBN 978-1-84682-152-3. 320pp. €55. Hbk.

In 1707, an act of parliament established Marsh's Library as 'a publick library for ever'. This volume contains the papers presented at a conference to commemorate the 1707 Act which took place at the library in October 2007. Archbishop Narcissus Marsh established the Library in 1701, furnishing it with his own collection of books and by the purchase of the collection of Edward Stillingfleet. A further collection of 2,000 books was added by Dr. Elias Bouhéreau, the first librarian of Marsh's Library. As the title suggests, the subject matter reflects Narcissus Marsh's sphere of influence and presents the political, legal, religious, philosophical and cultural context of the founding of the Library. The thirteen essays focus on the topics of 'Parliament and Legislation', 'Enlightenment and Counter-Enlightenment' and 'Collectors and Collections' for the period 1650-1750.

Professor Jack P. Greene (John Hopkins University) in his essay 'the Expanding British World' discusses the foundation of Marsh's Library in the context of the expansion of the European world following the discovery of America and of the passage to the East Indies by the Cape of Good Hope. W.N. Osborough deals with the political and legal hurdles overcome in having the 1707 Act passed. D.W. Hayton explores the role of Church of Ireland Bishops in the legislative process. One of the responsibilities of Bishops in the 18th century was attendance at the House of Lords. Hayton focuses on the two decades when Marsh was a reluctant participant in Irish politics and government. Thomas O'Connor's paper deals with the manner in which the Holy Office sought to control the growing Irish church through clerical patronage

Michael Brown explores the Irish Enlightenment in 'The location of learning in mid-eighteenth century Ireland'. He uses the infamous Smock Alley riots as a starting point to a discussion on the emergence, around 1730, of a weakening of the privileged public sphere and a strengthening of a new informal, unacknowledged, public sphere centered on the coffee house, taverns and theatres. Cadoc Leighton, in his paper, 'Philip Skelton and the Irish origins of the British Counter-Enlightenment' discusses the nature of the Irish Counter-Enlightenment. Ruth Whelan (NUI Maynooth and former honorary research fellow at Marsh's Library) considers the persecution of Huguenots, which has a particular resonance for Marsh's Library as Dr. Élie Bouhéreau was a Huguenot refugee from La Rochelle.



The final six essays are concerned with book collectors and collecting. Philip Benedict and Pierre Olivier Lehot describe how Bouhéreau's collection 'is the record of its owner's intellectual formation, interests and impulse purchases over a lifetime'. Another major contributor to the holdings at Marsh's Library is discussed in Toby Barnard's paper 'Bishop Stearne's collection of books and manuscripts'. Elizabethanne Boran's authoritative essay entitled 'Writing history in the seventeenth-century Ireland: Dudley Loftus' annals' is the result of research supported by Marsh's Library. Loftus was a well-known historian and translator who wrote a history of Ireland from 1171 to 1643. Raymond Gillespie's essay on 'Manuscript collectors in the age of Marsh' surveys the manuscripts held at Marsh's Library and notes a number of curious items formerly held there including 'a human skeleton, the thigh bone of a giant and the tanned skin of a highwayman'. The late Archibald Elias's paper 'Richard Helsham, Jonathan Swift and the library of John Putland' is focused on the 1746 auction of Swift's library which Putland attended. Putland recorded the hammer price for each book but did not purchase anything. Elias's article describes how a copy of John Macky's *Memoirs of the Secret Services of John Macky* (London, 1733) with annotations in Swift's hand came into Putland's collection. The paper by Marie-Louise Legg, 'Whose Book? The

Syngé Library catalogue of 1763' notes the relationship between the Syngé family and the Huguenot community in Ireland and speculates that, through a family association, some of the French books in the Syngé Library may have come through Dr. Elias Bouhéreau.

The Syngé Library catalogue is now part of the Benjamin Iveagh Library and is held at Farmleigh. The Guinness family has recently donated the Library to Marsh's. The collection will continue to be held at Farmleigh. This generous donation of over 5,000 items further enriches Marsh's Library's holdings and brings its scope into the 20th century. Marsh's Library continues to evolve over 300 years after its foundation and remains a vital source for learning today. The scholarship contained in this most learned volume is testament to that. I would heartily recommend it to those interested in bibliography, the history of the period or to anyone interested in learning more about intellectual life in Dublin in the seventeenth and eighteenth centuries.

Julia Cummins, Assistant Librarian, Farmleigh OPW.

The Innovative School Librarian: thinking outside the box

Sharon Markless (Editor) Elizabeth Bentley, Sarah Pavey, Sue Shaper, Sally Todd, Carol Webb. London: Facet Publishing, 2009. ISBN 978-1-85604-653-4. 224pp. £44.95. Hbk.

Markless, a well-regarded consultant and academic, is joined by five practising school librarians in a volume that firmly positions libraries as part of the teaching and learning process of a school. The text is interspersed with 'vignettes' recounting situations experienced by librarians in different schools. In some instances a satisfactory outcome was achieved, while in a few the librarian had no alternative other than to accept an intractable position or to seek another job. These exemplars impart a realistic dimension to the more theoretical discussions elsewhere, and many Irish school librarians will have encountered similar situations.

While the context of *The Innovative School Librarian* is definitively that of the UK, Irish school librarians will be able to adapt and transfer much of what is here. It is most unfortunate that the focus is on second-level schools. While primary school libraries are usually run by teachers, the central arguments about school libraries and education are also relevant at this level. School principals and managers will find here much to think about for maximizing the potential of their libraries.



- Emphatically not a handbook on how to run a school library, the volume asks school librarians to evaluate their professional identities and to consider how they might more fully expand the role of the library in their school. It suggests approaches to bringing about innovation and change, starting at a philosophical level, and promotes looking beyond traditional styles of resource management to a more dynamic participation in educational practice. This is supported by a series of appendices providing methodologies for implementing some of the strategies discussed.

- Unfortunately, poor copy editing undermines slightly the professionalism of the volume. *The Innovative School Librarian* is, however, a significant addition to the literature on school librarianship, and interpreted judiciously, could do much to integrate the potential of school libraries and librarians into the educational process.

- *Valerie Coghlan, Librarian, Church of Ireland College of Education, Dublin.*

Library Mashups: Exploring new ways to deliver library data

Edited by Nicole C. Engrad. London: Facet Publishing, 2009. ISBN 978-1-85604-703-6. pp334. £29.95. Pbk

The main thing that comes from reading *Library Mashups: Exploring new ways to deliver library data* is an exciting and positive picture of current and future possibilities around organizing, presenting, and accessing information in ever more efficient ways. The book is extremely informative and, while it does at times become very technical, most contributors explain things with clarity (the detail is there for those who would wish to understand intricacies). It starts by giving an outline of what mashups are and how they are created by borrowing links and information from other websites. Further issues addressed in the book include the area of greater communication about ideas for the improvement of information services.



- expense and 3) which incorporate all of the library's resources on a single webpage. If the necessary technology was implemented someone could very quickly establish how many of the books on their recommended and required reading list the library has in stock. Once a patron has this kind of power, it provides a huge incentive to run the library as effectively as possible.

- One of the most exciting things is highlighted in Chapter 11 by Joshua Ferraro. This is the amount of information which is freely available to the public in the current Information Age. Creating mashups allows us store and catalogue collections of videos, photos, maps, book covers and prices, information about authors, bibliographic data, and other images. The fact that any number of these can also be combined opens up a world of incredible and almost endless potential.

- *Paul Mc Mahon, Library Assistant, DIT Aungier Street*

The most appealing aspect for librarians is probably the ability to create a much more user-friendly catalogue – 1) catalogues which support a significantly wider and more varied range of methods of searching 2) which can be maintained at lesser

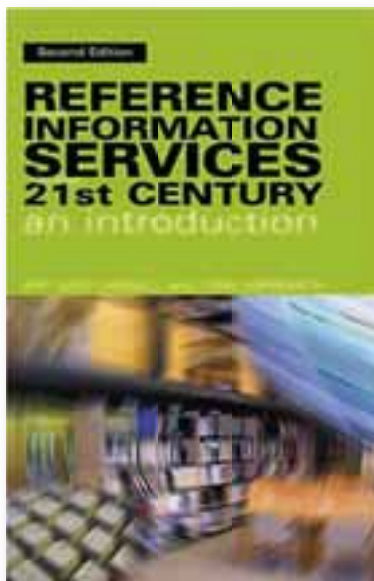
Reference and Information Services in the 21st Century: an introduction. 2nd edition

Kay Ann Cassell and Uma Hiremath. London: Facet Publishing, 2009. ISBN 978-85604-688-6. 461pp. £44.95.Pbk.

This comprehensive text is aimed at reference librarians interested in enhancing their skill sets in their discipline as well as the student of library and information studies. It is divided into four parts: fundamental concepts of reference and information services, selection of major reference sources, special topics in reference and information work (such as working with children and young adults) and reference collection development and management.

The opening chapters consider how reference services have developed to date and define the topic. Interestingly, Cassell and Hiremath emphasise the importance of ethical awareness and ethics, stressing that 'librarians must follow certain standards of behaviour if the service they provide is to be effective' (4) which, for this reviewer at least, was a novel aspect of the subject. Part 1 includes a very useful examination of the reference interview, suggesting ways in which the librarian can establish rapport with the user and improve communication techniques. Other topics covered include how to construct an answer, organising one's thoughts and developing a strategy.

The nine chapters comprising Part 2 aim to provide guidance about key reference sources to use, and how to use them effectively. A comprehensive range of sources is covered (including books, magazines, encyclopaedias, indexes and databases) as well as queries in different subject areas (health, law, business, geography, biography and so on). While the subject matter is covered in impressive detail, there is a somewhat didactic approach taken, and the examples given, as well as the suggested resources, have a strong US bias, which



limits its usefulness for the wider audience. There is also the issue of currency – much of the information about sources will date very quickly. Nonetheless, contained within each chapter are some useful nuggets of information, perhaps in some cases adopting a 'back-to-basics' technique about how to conduct reference work, and in fact, all the better for that approach.

Part 3 has the curious title of 'Special Topics in Reference and Information Work' and, in fact, seems to be a repository for topics that did not fit into other sections of the book.

For me, the final part was the most instructive part of the book, particularly if one is new to the area of reference services. It covers timely topics such as how to evaluate resources when setting up a service, writing a collection development policy, assessing and improving reference service and concluding with a look at reference 2.0 – new and emerging technological tools and ways of working in relation to reference and information services.

On many levels, this book delivers – particularly in relation to essential skills such as relating to the user and planning effective strategies for delivering answers to reference queries. Less successful was the detailed examination of particular sources, and there was a questionable lack of focus on the Internet as a reference tool.

While most practitioners will find aspects of the book relevant, it is of most use to students of library and information studies, or to those new to the area of reference services.

Áine O'Connor is a freelance librarian.

News from the stacks

Academic and National Library Training Cooperative

(ANLTC) Awards



Maud Conry, NUI Galway
recipient of ANLTC 2009
Library Assistant Bursary and
Philip Cohen, Chair of CONUL

Caleb Dervan, UCD, winner of
ANLTC/Swets Research Award
2009 and Carmel O'Sullivan,
Associate Director, UCD

ANLTC offer a biennial bursary to encourage continuing education and development among library assistants in ANLTC member libraries. The Library Assistant Bursary 2009 was awarded to Maud Conry, National University of Ireland Galway for the proposal *E-book Update in Irish Academic Libraries – an Overview*.

“This award has left me feeling positive about writing and research as it is an acknowledgement of my interest in this area. The win will provide the opportunity to meet colleagues from other libraries, north and south, which is something I look forward to. I hope my timely research, which will provide a snapshot view of e-book uptake in academic libraries in Ireland, will be of benefit to the wider library community,” Maud commented on winning the award.

Second prize was awarded to Elaine Bean, National University of Ireland Maynooth for the proposal *The Development of shared library orientation and information sharing training programmes*.

ANLTC, in collaboration with Swets, also offer a research award to encourage practitioner-based research among librarians in ANLTC member libraries. The ANLTC/Swets Award 2009 was awarded to Caleb Dervan, University College Dublin, for his proposal *Evaluating Services and Specifications for Reading List Systems*

HSLG Bursaries

Thanks to generous support from sponsors, the following HSLG members were recipients of bursaries to attend HSLG 2010 Conference in Athlone:

- Joanne Callinan, Milford Care Centre
- Jennifer Collery, UCD
- Michael Doheny, Athlone Institute of Technology

- Denise Duffy, HSE West
- Grace Hillis, St Vincent's Centre
- Aoife Lawton, HSE
- Peter McKenna, Dundalk Institute of Technology
- Jean McMahon, AMNCH
- Fiona Morrissey, Athlone Institute of Technology
- Noeleen Murtagh, Food Safety Authority
- Aoife O'Connor, St Patrick's Marymount
- Donna O'Doibhlin, University of Limerick
- Breffni Smith, RCSI
- Kathryn Smith, UCD
- Geraldine Walsh, Rotunda

Sponsors of this year's conference were:

- BMJ
- Book Nest
- EBSCO
- Elsevier
- Ovid / Wolters Kluwer Health
- ProQuest
- Swets

PEOPLE

Over the last few months a number of colleagues have retired. We wish them long and happy retirements. Those who have retired include: **Anne Coleman** (Cork City), **Olivia Fitzpatrick** (UCC), **Ruth Flanagan** (Cork County), **Paul Harris** (Fingal) and **Rina Mullett** (Fingal).

Congratulations to: **Dr Jessica Bates** (formerly SILS) who has been appointed as Course Director, Library & Information Management, University of Ulster (Coleraine) and Lecturer, Faculty of Social Science; **Fiona Ross** who has been appointed as Director of the National Library of Ireland; **John Killen** and **Monica McErlane** who have been appointed as Librarian and Deputy Librarian respectively at the Linen Hall Library, Belfast; Senator **Paschal Mooney** on his reelection to Seanad Eireann; and Senator **Mark Dearey**, Chairman, An Chomhairle Leabharlanna/ Library Council on his nomination to Seanad Eireann.

Professor Mary Burke

Mary Burke's retirement was marked by UCD SILS at a function in October 2009. Friends, colleagues and former students gathered to wish Mary well and to thank her for her many contributions to the profession. Marjory Sliney represented the LAI.



European News

New EU Commissioners have now been confirmed in their posts. Of interest to the library community are the following: Michel Barnier (FR) is Commissioner for Internal Market DG which still has responsibility for copyright and intellectual property, Neelie Kroes (NL) is responsible for Digital Agenda DG (formerly Information Society) and Maire Geoghegan-Quinn (IRL) is responsible for Research, Innovation and Science.

European Congress on E-Inclusion: ECEI 09

The first European Congress on E-Inclusion was held in Brussels in October 2009. The theme of the Congress was 'Technology and Beyond' in Public Libraries. Norma McDermott, Director, An Chomhairle Leabharlanna represented Ireland at this event and reports that it was a stimulating conference. She has kindly provided the link to the proceedings:

<https://www.eventsforce.net/civic/frontend/reg/thome.csp?pageID=4005&eventID=21>

New LIS courses on offer

Dublin Business School has recently announced a new post-graduate course-MSc in Information and Library Management. The course is provided by Liverpool John Moores University and is accredited by CILIP. Details are available at: <http://www.dbs.ie/Information-Library-Management-Msc.htm>

University of Ulster: The new MSc and Postgraduate diploma courses at Ulster have recently received accreditation from CILIP. For more details, see <http://prospectus.ulster.ac.uk/course/?id=7731>

Libraries and Earthquakes

Recent months have seen the devastation of libraries in Chile and Haiti. Further information on Chile is available at <http://americanlibrariesmagazine.org/news/03102010/quake-shatters-chiles-public-library-services>

Further information on Haiti is available at: <http://www.ifla.org/en/news/news-and-developments-regarding-libraries-in-ha-ti>

Cork PAL and Music PAL ... opening doors to a wealth of resources

The Cork PAL and Music PAL resource sharing schemes were launched nationally on 8th March 2010 during Library Ireland Week. Minister for Education and Science, Batt O'Keeffe, TD, was guest speaker in Cork while novelist and radio broadcaster, Deirdre Purcell, launched Music PAL in Dublin.

Both are part of the Pathways to Learning programme which has been developed by the Committee on Library Co-operation in Ireland (COLICO). Its purpose is to broaden access to materials

in all participating libraries by setting up a structure for referring library users to relevant resources held by other institutions in the scheme. The concept arose from the success of a cross-sectoral library provision in the UK (Inspire). COLICO agreed to explore the potential for transferring the programme into an Irish context.

Both are part of the Pathways to Learning programme

Cork PAL is the first regional scheme involving a cluster of libraries in the Cork area, includes eight libraries, facilitating access to academic, local authority and hospital collections.

Music PAL is the only music resource sharing scheme within the United Kingdom and the Republic of Ireland. Music PAL includes 10 public, 9 higher education, 3 conservatoire and 5 special libraries throughout Ireland. Many of these hold broad music collections of various sizes, while others (such as for example the Irish Traditional Music Archive and the Contemporary Music Centre) focus on specific musical genres.

More details including information about PAL cards are available at Music PAL and Cork PAL on the PAL website <http://www.library.ie/pal/or> contact colico@librarycouncil.ie.

Wexford County Library Team Wins Information

Literacy Award at LILAC Conference, Limerick

The LAI and CONUL (Consortium of National & University Libraries) were joint sponsors of this award. Open to individuals and teams across the sectors, the winning nomination was the only entry from a public library service.

Sixteen entries were received and the winning entry was the Library Skills Course provided by the Development and Teaching Team at Wexford County Library Service. This 12-week, 30-hours contact course is a Leaving Certificate level course, provided by the library team and externally assessed via FETAC which has also accredited it. The course satisfied all of the assessment criteria and benefits from being transferable to other services, second-level schools etc.

The €500 award and an inscribed certificate were presented at the LILAC conference dinner in Dromoland Castle on 30 March. On behalf of her colleagues Anne Griffin, Celestine Rafferty and Yvonne Smith, Susan Kelly accepted the award from Philip Cohen (Chair, CONUL) and Siobhan Fitzpatrick (President, LAI).

More details are available at: <http://www.libraryassociation.ie/>
Details of LILAC are available at: <http://www.lilacconference.com/dw/>

Rosemary Walton 1949–2009: an appreciation

Rosemary Walton loved parties, giving them and going to them, but sadly last November, terminal illness caused her an early leave-taking from the kindly gathering of family, friends and colleagues that she had drawn around her. The diversity of the groups with which Rosemary had contact was evidenced at her funeral in Howth where numerous recollections of Rosemary all testified to her sociable nature.

On first encounter Rosemary could seem shy, reserved even, but on closer acquaintance her sense of humour, her wit and most of all her strong integrity and adherence to principles emerged. Working with her on *Library File*, this was very evident: Rosemary would not countenance a punctuation mark, never mind a word, that was not absolutely correct. This sprang from Rosemary's own clarity of mind as well as her background as a member of a family where language was highly valued.

Rosemary attended the Burrow National School in Sutton and Alexandra College, Dublin and subsequently read English Literature and Language at Trinity College, Dublin. She taught for a few years in London, both as a supply teacher and at a comprehensive school. Following a stint as a library assistant in an F.E. college she completed a diploma in librarianship at the Polytechnic of North London. She obtained ALA (later MCLIP) and ALAI.

On her return to Dublin, she was appointed librarian-in-charge at the Dublin College of Catering in Cathal Brugha Street. Following this, she held senior posts in a number of Dublin City public libraries, including Rathmines, Terenure and the Central Library.

A career break beckoned in the later 1980s during which Rosemary participated in a job exchange with a librarian in Milwaukee Central Library, Wisconsin. She then moved to the Algarve where she lived and worked for a few years. Her greatest delight resulting from this period must be the birth of her son, Fionn.

In January 1989, she and Fionn moved back to Dublin, and for Rosemary, into the post of Senior Librarian at the Children's and Schools' Department of Dublin Public Libraries, then situated in Wellington Quay. This was a job Rosemary relished. She had wide responsibilities for selecting books for primary schools throughout the Dublin area as well as stock for twenty city branch libraries, and her role included the provision of reading advice to schools in the form of guides, bibliographies and talks to teachers.

When she moved to Ballymun Library in 1993, she continued activities with schools and young people in the area, extending her brief to work with community groups as well as managing

a very busy branch library and co-editing the LAI's publication, *Library File*. Further postings included the Community and Youth Information Centre in Dublin city centre where she had responsibilities for its wide range of information services. For a number of years up to 2000, she was Chair of the Youth Libraries Group and was involved in drawing up the LAI *Policy on Library Services for Children and Young People*.

In 2003, Rosemary moved to the position of Librarian at All Hallows College, Drumcondra. As well as developing library services there, Rosemary was heavily involved with the building of an impressive new library in the college.

Shortly before her death, Rosemary completed an MPhil in Art History based in the Trinity Irish Art Research Centre. Her thesis subject was Dáirine Vanston (20th century Irish artist) whose reputation Rosemary considered deserved restoration.

Apart from her family and a strong commitment to her professional work, Rosemary's great interest was art, and she visited the National Gallery regularly. Rosemary had deep roots in Howth, where she lived for most of her life, but in 2001 she purchased a section of Rosbercon Castle in New Ross. Her time there was a source of relaxation and retreat from city life.

Rosemary has made a considerable contribution to librarianship in Ireland. She is missed in this sphere as in all of the other aspects of her life.

Valerie Coghlan





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