



Inside

# Martello, Marconi and the Metadata

Data protection

Rare books in Irish Libraries

Book Reviews, Conference Reports

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# Guidelines For Contributors

*An Leabharlann: The Irish Library* publishes articles on libraries, librarianship and related 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 The Editorial Board invites original, unpublished articles for publication.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 **3,000** 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.

## Style

- 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.
- *An Leabharlann: The Irish Library* uses the Harvard system for references.

## Editing

- *An Leabharlann: The Irish Library* reserves the right to make revisions and amendments.
- 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

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# Editorial

This issue of *An Leabharlann: the Irish Library* marks a new phase for the journal. It is the first electronic issue and distribution will only be available electronically in the future.

**Data protection** has been in the news recently because of the Irish National Screening Programme (PKU) and plans to destroy the records therein by 31st March 2013. While these records are personal and medical, their potential as a source of information for genetics and illness is invaluable. However, because of a ruling from the Data Protection Commissioner (2009), the HSE intends that these records (known as Guthrie) will be destroyed. While not directly affecting libraries, the wider implications for research are enormous.

In light of the above, it is timely that the first of a two-part series on information compliance and libraries is in this issue. Terry O'Brien considers data protection in the context of legal obligations and library values. The second part- on Freedom of Information- will appear in the October 2013 issue. Data Protection is a human right and is part of the right to personal privacy. Since the article was written there have been developments at European level in relation to a proposed Data Protection Regulation which would allow 'the right to be forgotten'. While originating in a case against Google over privacy, the European Commission and the European Parliament appear to be prepared to ignore the public interest. A good summary of how libraries and archives could be affected is given by French colleagues ([http://www.archivistes.org/IMG/pdf/201302\\_anglais\\_communique\\_reglement\\_europeen\\_mep2.pdf](http://www.archivistes.org/IMG/pdf/201302_anglais_communique_reglement_europeen_mep2.pdf)). EBLIDA is lobbying and their letter is available in the current EBLIDA Newsletter.

**Access to historic collections** is considered in two articles: David Parkes and Clare Thornley report on challenges of access to rare books while the computerisation of collection records at the Hurdy Gurdy Museum of Vintage Radio is detailed by Sarah Connolly and Marie Therese Carmody. Both these articles echo comments from the article on RCScI Library in the last issue (vol.21 (2):10-14). The common theme is the requirement for adequate funding to unlock hidden collections.

The **Library Ireland Week Staff Exchange** scheme comes to life in Bernie Gardiner's Diary of an Exchange. A useful insight is gained into how other libraries work. Hopefully, there will be more exchanges in future years.

The **Annual Joint Conference of CILIP Ireland and LAI** takes place in April at the Croke Park Conference Centre. Further details are available on p.37 They are also available at <http://www.libraryassociation.ie/events/annual-joint-conference-and-exhibition-10th-11th-april-croke-park-conference-centre>

There are two Conference Reports from the Health library sector. Aoife Lawton reports on the 25th **EAHIL** conference held in Brussels. Topics covered have appeal and interest across the sectors: economics of copyright, improving access to e-books, metrics, joint purchasing. This report notes the importance of measuring and metrics which will demonstrate that librarians add value. The importance of collecting data cannot be stressed enough. In terms of advocacy, we need good metrics, not anecdotes. EBLIDA is now collecting statistics from the academic and public library sectors.

The **NECOBELAC** conference report is interesting in terms of its content- promotion of scientific writing and open access

publishing. It also contains the first webinar reports for this journal. The **Public Libraries Annual Conference** report is useful in that two of its topics will be covered at the forthcoming Joint Conference: alternative sources of funding for libraries and the future of public libraries.

All LIS staff hope that they will never have to deal with an emergency. However, we are all too familiar with incidents which have happened abroad but also in Ireland. In the last few years, several library buildings were affected by floods. The book reviewed by Caroline McMullan (an expert in the area) will give useful advice and assurance.

E-books are the subject of one review. This is timely given the recent joint CILIP/IFLA conference held on the topic (<http://www.ifla.org/news/ifla-and-cilip-discuss-the-challenges-of-e-books-in-libraries-presentations-now-available>). Two reviews are complementary – that on personalising services and the other on the use of mobile devices in service delivery. The final review is on software – ALISON's elearning Module.

Since I began writing this editorial, there is very welcome news that the Minister for Health has instructed the HSE not to destroy the Guthrie records. The Minister has indicated that an expert group will be established to consider ways in which the concerns of the Data Protection Commissioner can be addressed. This surely is a case where information and knowledge have been allowed to prevail.



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# Information compliance and libraries: part 1

# data protection<sup>1</sup>

Terry O'Brien



## Abstract

Data protection for librarians and information workers is considered in the context of information compliance, legal obligations and library values. This article seeks to address one specific aspect of information compliance – data protection (DP), and to give some practical insight into what we need to be aware of and what we need to know.

Keywords: *Data Protection, Libraries, Ireland; Information compliance, Ireland*

## Introduction

Issues of privacy and personal information are very much a la mode at the moment not just in library and information work but in society generally. This is due to the relative ease of access to the internet, the willingness and apparent eagerness to 'share' (or conversely unawareness), the escalation of social networks, social media, mobile devices and online engagement and interaction.

In his most recent Annual Report (2011) the Data Protection Commissioner stressed the high demands put on the resources of his office in recent years. He attributes this to the presence of some of the world's largest technology companies in Ireland (and the

<sup>1</sup> Part 2 dealing with Freedom of Information will appear in the October issue.

substantial requirements of the recent Facebook Audit), but also as a direct result of heightened awareness around the issues of personal information and data protection generally. There were 1,161 complaints in 2011, up 33% on 2010, 562 requests for access, 28 audits carried out and 1,167 data protection breaches (the most serious of which was by the HSE).

The consequences of an open and participatory internet have blurred the lines of privacy and what is perceived as private and personal information for many citizens. Those of us working in the library and information field have perhaps more than most, long-standing experience of managing information, and a general appreciation of the importance of ethical and compliant usage of information. With the increasing use of personal information, both our *own* and our *users*, either voluntarily or involuntarily, the corollary is that librarians are more and more dealing with issues of information compliance and the obligations that come with that. It is timely that information professionals give more consideration to the importance of what could broadly be called ‘information compliance’. Information compliance is primarily concerned with the legal requirements and responsibilities of organisations in maintaining the confidentiality, integrity and availability of information under Freedom of Information (Fol) and Data Protection legislation. More widely it also refers to responsibilities around records management (often financial or retention related), archives and re-use of public sector information in the case of public bodies.

### What is Data Protection about?

Data protection (DP) is essentially about individual rights to privacy. Companies, bodies, organisations hold personal information about us in many guises – data protection law means that this personal information must not be misused, must be accessible to us on request (with some restrictions), must be accurate, should not be passed on to anyone else without our consent and should be kept safely. This places firm duties and statutory responsibilities on those that hold this information – known as *data controllers* (or alternatively those that hold our personal information on their behalf – known as *data processors*). These obligations persist across the full ‘life cycle’ of this information from the initial

gathering of the information to its final disposal. Increased public consciousness towards privacy and rights to personal information along with a number of high profile DP cases has resulted in data protection increasingly coming centre stage (e.g. the Facebook Ireland Audit Report, recent court cases with direct marketing companies, concerns about Google and its privacy policies, obligations placed on companies by the new ‘cookie’ laws).

Data protection is concerned with personal information; it applies to all public bodies and companies, both public and private. Whilst there continue to be many bodies exempt from the law under Freedom of Information legislation, there are no organisations exempt from data protection obligations (save for the DP office and the Office of the Information Commissioner). There are some restrictions in a general sense particularly if the data is of a sensitive nature or covered by legal privilege, but in the main data protection is universal.

### Rules and definitions for data protection

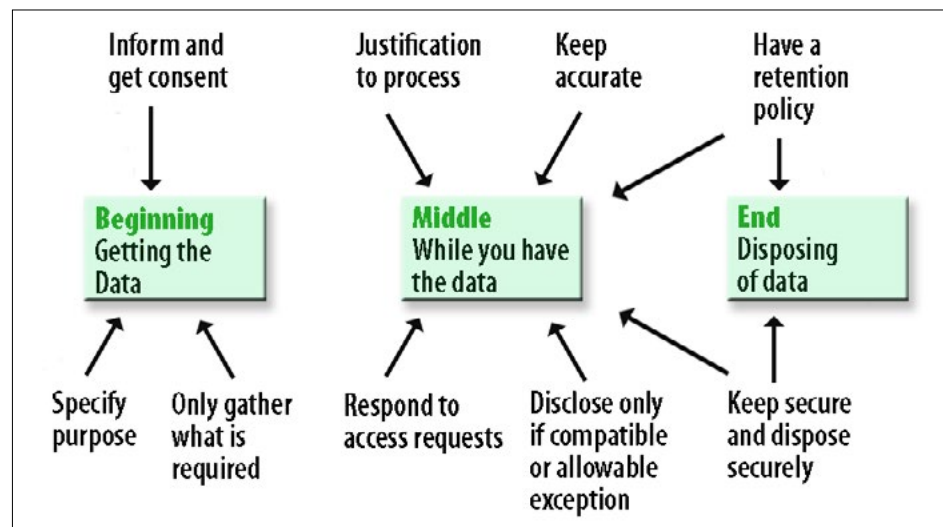
What do we mean when we speak about personal information or personal data? Personal information is unique information specific to an individual that allows that individual to be identified. Personal data is any data relating to a living identifiable individual. This data can be automated or manual (and structured in a way that makes data readily accessible). There are three equally important definitions central to data protection:

Data controller	Data processor	Data subject
<p>“a person who controls the contents and use of personal data”</p> <p><i>This can be a company, organisation, public body.</i></p>	<p>“a person who processes personal data on behalf of a data controller”</p> <p><i>This could be CCTV or outsourced functions such as payroll. In other words the data controller has in effect sub-contracted the controller function to another party. Processing is anything done with personal data from across its lifecycle from collection to disposal.</i></p>	<p>“an individual who is the subject of personal data”</p> <p><i>Must be living and identifiable.</i></p>

If personal information is required or sought there are a number of documented binding rules of data protection that should be applied:

- **Fair obtaining and processing** – data controller should give full information about identity, purpose and the fairness of the data involved. Consent is generally, though not always, required, but where information is sensitive then an explicit consent is usually necessary.
- **Specific purpose** – what is the purpose of obtaining the information? Importantly this cannot subsequently be expanded without reverting to the individual.
- **Non-disclosure** – there are some exceptions (Section 8 exceptions) relating to criminal investigations or legal proceedings, but normally information should not be disclosed for any purpose other than that for which the information was originally sought.
- **Safe and secure** – this is particularly important in the context of library and information workers. Personal data and information must be kept safe and secure. This means taking appropriate security measures, use of encryption if necessary, clear desktop policies, awareness of staff.
- **Accurate, up to date** – personal data should be accurate and not out of date irrespective of how long that data is kept. Data subjects have a right to have personal information errors rectified or erased.
- **Relevant and not excessive** – the key question here is what is really required? Do you need, or need to ask for the information – is it really necessary and proportionate? If it is not personal information clearly relevant to the requirement or service then the answer is no.
- **Retention period** – although there may be specific retention requirements for certain data, information should not be retained any longer than is necessary. For libraries, a clearly defined retention policy fit for purpose should be considered.
- **Right of access** – this is fundamental to data protection. It applies to manual and computer files. Individuals are entitled by law to know to whom data is disclosed, the source of that data, and the purpose for which data is processed.

The rights of individuals should not be compromised in relation to the giving of personal information. Individuals (data subjects) should expect, and are legally entitled to, fairness when giving information, to be able to get a copy of their personal information including computerised and manual files, to have incorrect or out-of-date information about them corrected. Individuals also have the right to opt of unsolicited marketing (mail, phone, web), check their credit rating and to make a complaint to the Data Commissioner.



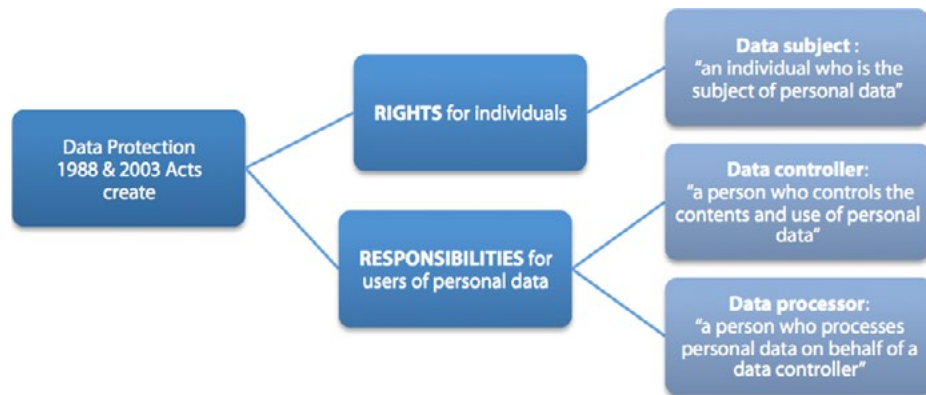
'Data Protection Life-Cycle' Source: DPC website

### Policy context

The legal framework around Data Protection in Ireland is well established. Data Protection is a human right, part of the right to personal privacy. This right is not absolute and does depend on context. It can conflict with the rights of others, freedom of expression and depending on 'public interest' is generally superseded by FoI in law. There are two central pieces of legislation, both *rights-based* – the *Data Protection Act 1988*, and the *Data Protection (Amendment) Act 2003*. Data protection rights are protected by the Irish



constitution<sup>2</sup> but also by a body of European legal instruments including the European Convention on Human Rights, the EU Charter of Fundamental Rights, DP directive 95/46/EC, EC Electronic privacy regulations, Electronic Communications regulations (2011), and ePrivacy Regulations 2011 which deal with data protection for phone, e-mail, SMS and Internet use, giving effect to the original EU ePrivacy Directive 2002/58/EC. Data protection also warrants mention across a range of legislative areas including the *Disability Act 2005*, the Lisbon Treaty and the Good Friday Agreement.



### DPC Office and powers

The Data Protection Commissioner office was established in 1989 and has a wide remit with extensive powers. The role of the Commissioner is independent and covers four broad areas - ombudsman (resolution), enforcer (compliance) educational (promotion and advocacy) and registration. This role is generally consistent across the EU, with Commissioners working together in what is known as the Article 29 Working Party, to harmonise Data Protection rules. The DP Office also provides DP audit resources for organisations, a voluntary breach code and is extremely active in awareness raising and promotion. The DPC role involves devising codes of practice, providing wide ranging guidance notes, resources for schools, for individuals and groups, (case studies), audit, advice and public registration services. Powers are

2 Article 40.3.1 - implicit rights to personal privacy

significant and although the DPC cannot award damages, it has considerable enforcement and investigative powers to ensure compliance, and can enter, examine and inspect premises. It can, and does, prosecute and can impose fines up to €250,000. The reputational damage to companies in the public eye can often far exceed the financial penalties but it is fair to say that the DPC generally gives every opportunity to comply amicably before a decision is taken to prosecute.

### Dealing with an access request

The guidelines for dealing with an access request are clear, and both the rights of access and restrictions are robust. Applications must be in writing with sufficient information to identify oneself and in intelligible format. The Data Controller must comply within 40 days and may charge a minimal fee of no more than €6.35. If a data subject makes a request for the correction or deletion of personal information, no fee should apply. The scope of any request applies to all records in existence at the time of request irrespective of when the record was created. The Data Controller (organisation, company) should disclose all personal data held, the purposes for processing that data (personal information), persons to whom that data is disclosed and if necessary, the logic involved in automated decisions -this is because data protection does not allow decisions made solely based on automated processing of personal data.

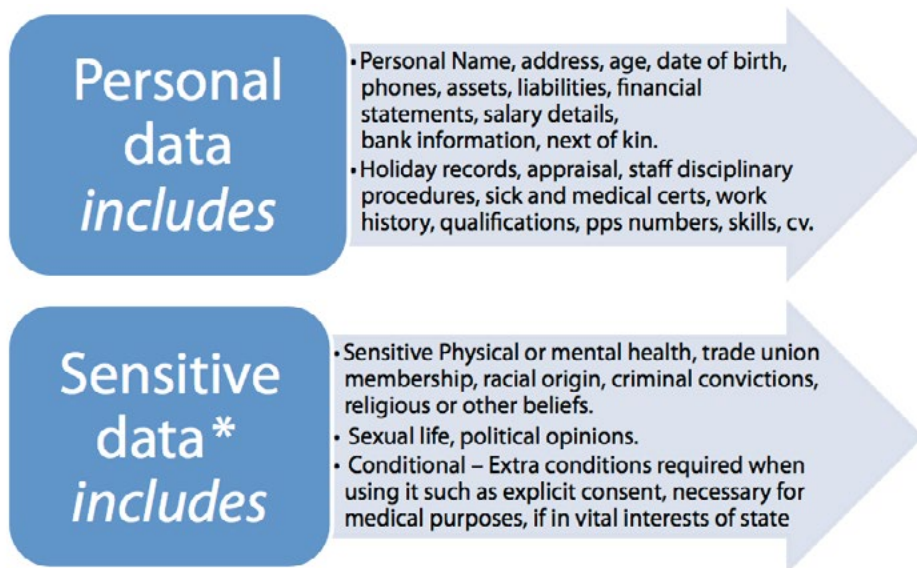
### Restrictions

There are restrictions and exemptions to access requests but a high threshold is required. For example references are generally not exempt; interview panel notes and work performance reports are accessible. If the expression of an opinion was given in confidence or under the belief that it was confidential these would be exempt from access. Personal data relating to liability claims, international relations of the State, legal privilege and criminal investigation are amongst others exempt from access requests. There are special provisions that apply to health and social work data.

## Consent

For a data controller or processor to release or disclose personal information to another party, consent is generally required. However it can be disclosed without consent if it involves the security of the state, investigating offences, by order of court, or to prevent injury or damage. Inherent in data protection is the presumption in favour of access to one’s own data. Data subjects are entitled to expressions of opinion by third parties without third party consent, unless that opinion was given in or on the understanding of, confidence. Under data protection, protection of the individual’s privacy is dominant, but the “public interest” test central to FoI legislation does not apply. The purpose of FoI legislation is to enable members of the public to obtain access to records held by public bodies to the greatest extent possible consistent with the public interest and the right to privacy.

## Personal & Sensitive data



**\*Sensitive data may still be disclosed – if in the public interest (under FoI), if consent is given, if part of a criminal investigation or if part of an employment contract.**

## Why is information compliance and data protection important to libraries?

Apart from legal obligations and moral responsibilities, it is self-evident that information compliance is intrinsically important for those working in and using libraries, whether public or private. Librarians are information professionals (often public servants, funded by the taxpayer), spending public money and in this regard transparency is imperative. Libraries use, acquire, mine, harvest people’s information on our own and other people’s behalf (vendors) or they on our behalf, and this brings obligations and duties. Libraries exist within wider organisational structures that have legal information compliance obligations even if the library itself does not have its own policies. Our customers are the public, we use their personal data – we must be accountable and trust is very important, despite the “tension between privacy issues and library’s need to collect user data<sup>3</sup>”. Libraries keep and retain records – are we clear about our obligations, do we need to keep this information, could we retrieve it if necessary? Although we are required to give users opt-in, opt-out options when it comes to reading history, do we do this? Do we retain patron information, borrower records for excessive periods? Do we know where the data on our ILS sits? The advent of cloud technology and third party hosting has made a complex area even more complex. Multi-tenancy hosting, data ownership, data preservation, service level agreements, international requirements if data is hosted in another jurisdiction, technical and legal issues are extremely convoluted and will require the development of increased expertise in the information professions so as to ensure that libraries and their users are not exposed. Libraries as data controllers, rather than processors, still retain the bulk of responsibility for ensuring the integrity, safety and accessibility of this data. More importantly our users perceive this. Libraries accumulate huge data banks from library systems and services – how this is potentially utilized is often outside our control, particularly where the

3 Coombs, Karen A. (2005) ‘Protecting user privacy in the age of digital libraries’, *Computers in Libraries*, v. 25, 6, 2005 [http://www2.hawaii.edu/~donnab/lis670/coombs\\_2005.html](http://www2.hawaii.edu/~donnab/lis670/coombs_2005.html)



library is used as an intermediary to access externally provided content.

**Privacy continues to be a key value to libraries,**

**Libraries have compliancy and confidentiality obligations like other public bodies, and private companies,**

**Many libraries now use multi-functional smartcards that are traceable and retain large amounts of personal information not just relating to the library but access to buildings, shopping, spending even location based networking,**

**Libraries recruit, interview and employ people like any other organisation – be aware of what this means and what the personal data implications are,**

**Libraries are involved in tendering and public procurement; it must be clear and transparent,**

**Information ethics and behaviours are part of our world - people who use (and work in) libraries should have an expectancy that we are doing things 'right' and not just copyright,**

**Libraries are seen as a positive social force, civic minded – libraries/librarians are traditionally compliant, conscientious professionals – it is important that we retain this integrity,**

**Libraries are at the forefront of technology, web 2.0 and social media applications – are we clear on the consequences and implications for privacy and personal information. With the advent of the participatory and user generated web – huge amounts of PII – 'personally identifiable information' is willingly displayed but do people understand (or care) about this? Do libraries? Do we have a role in this<sup>4</sup>; do we need to develop new information literacy skills for our users, for ourselves? Libraries traditionally have a culture of privacy, control, but this is shifting ... How we would feel if something similar to the Patriot Act was imposed?<sup>5</sup>**

4 Magnuson, L. (2011) 'Promoting privacy – online and reputation management as an information literacy skill', *College & Research Library News*, pp. 137-140, March, 2011.

5 <http://www.ala.org/advocacy/advleg/federallegislation/theusapatriotact>



Libraries are seen as a positive social force, civic minded – libraries/librarians are traditionally compliant, conscientious professionals – it is important that we retain this integrity

## Data Protection – what practical things can we do

- Awareness, education, training – if your organisation has a Data Protection, FoI or Information Compliance officer, ask them to come and speak with you. Attend seminars or workshops on data protection if possible. Visit the DPC website, download the best practice guides, there is a wealth of information and resources freely available.
- Promote a culture of strong records management, records retention when necessary, archiving, record keeping.
- Put a statement on your website stating what information you gather, how you gather it, if your relevant third party vendors have data protection policies upload them, whether you use analytics services, mailing lists, email lists, SMS alerting etc. This is positive, transparent and pre-emptive (Sligo County Library Service<sup>6</sup> is a good example).
- Check if your organisation has got an up to date DP policy? Have you read it? Do you know what to do in the event of an access request under DP or who to contact?
- If you work in Higher Education, it is likely that there will be an institutional research ethics committee to monitor and evaluate the impact of research on its participants – data protection forms a key part of this particularly in the sciences, health research and social sciences. Librarians are ideally placed to input into these groups.
- If you require personal information or data, make sure it is proportionate and always seek consent at the point of capture on registration forms, applications, websites, online forms etc.
- If there is a data protection breach inadvertent or not, seek to remedy damage before it escalates and becomes a serious issue resulting in potential enforcement and civil liability. Notify the DPC immediately and inform clients (stakeholders) without delay.
- Use common sense – make staff and library users aware of DP policy, make sure staff have clear desk and screen, use lock & key for sensitive

6 See <http://www.sligolibrary.ie/sligolibrarynew/text/DataProtection/>

information, password protect, encrypt files and computers, dispose and destruct data when required and in an environmentally sustainable way.

- Use security measures for data taken off-site (check with your DP Officer if you are unsure).
- If working in Health libraries or libraries that interface with particularly sensitive data and personal information, be aware that there are additional obligations on you and that personal information of vulnerable groups are afforded more protection. Similarly those carrying out research in these areas have increased responsibilities.<sup>7</sup>

## Data Protection in summary

Organisations or individuals that hold your personal data owe you a duty of care. In short this means:

- Data Protection has high privacy thresholds.
- Compliance is a legal requirement for all organisations, public and private.
- Any personal information/data held should be accurate.
- Organisations should have an understanding of data protection and awareness of their obligations – contact the DPC if you need assistance.
- Personal data should be retained no longer than necessary.
- Data subjects have rights of access to personal data on computer and manual data.
- Data should only be available to those that need to have it and used only for specified purposes
- Outsourcing of functions does not diminish responsibilities - obligations still apply
- Security should be appropriate to potential harm and nature of data. Encryption is particularly important in the case of financial and personal records, and for vulnerable groups (children, OAPs).

7 See [http://www.dataprotection.ie/documents/guidance/Health\\_research.pdf](http://www.dataprotection.ie/documents/guidance/Health_research.pdf)

- It is generally good and sensible practice to have procedures in place before problems arise and protocols if problems arise – this avoids negative publicity, potentially damaging liability, enforcement orders from DPC, and worse - reputational damage.

## In conclusion

It is equally important to know that data protection is not based on anything goes approach. Not all access is permissible, and although I have highlighted the high privacy thresholds for personal information, there are occasions in which we should say no or at the very least seek clear consent. Library staff should have clear disclosure awareness around the following areas – external companies, marketing companies, even alumni organizations should have explicit consent to access personal data or information (and by this I mean access to a personal phone number, email, home address etc.). Police also require consent even though this is quite common for vetting and recruitment purposes. Similarly most DP policies will have a clear protocol on how to deal with an enquiry from police even if consent is not necessary in the course of a criminal investigation. Other areas to be cognizant of include CCTV (should be proportionate, for specific use, only kept for 28 days and clearly advised), and specific guideline for biometrics which is gradually mainstreaming into schools and public spaces such as museums. It would seem that monitoring of employees in certain circumstances without consent can be legitimate although it may depend on policy or conditions of employment. This can relate to acceptable email usage, social media and internet usage. It is not a free for all - monitoring should be proportionate, not unduly intrusive and should be based on reasonable grounds. There may also be a little irony in that many people seem content to 'share' extremely personal information and images (knowingly or unknowingly) on social media platforms, where privacy is in reality a fallacy, yet seem perturbed if their usage is monitored in the workplace, unpleasant as that may feel.

There have been a significant number of high profile DP breaches and prosecutions over the last number of years. In addition to high impact, high

publicity interactions with Google (privacy and street view) and Facebook, (Twitter, Instagram, LinkedIn have all had their own 'privacy' related backlashes internationally too), the Irish DPC has taken prosecutions against Tesco, An Post, Dell; against public bodies such as local authorities, the Revenue service for inappropriate accessing of files by staff, against the Department of Education and Skills for misuse of trade union details in order to withhold pay. Insurance companies, telecommunications/mobile operators and the Banking sector have been seriously tackled in recent years. Investigations are listed publically. There have been major DP breaches in the Bank of Ireland, the HSE, the Department of Social Protection amongst many more. This name and shame approach can result in very adverse reputational and business damage for those listed, as happened in 2008/9 when the M50 toll company as it was at the time subsequently lost its contract. It is important to stress that prosecution is very much a last resort for the DPC.

*Terry O'Brien, MA, DLIS, (PhD candidate at University College London) is Deputy Librarian at Waterford Institute of Technology<sup>8</sup>*

## Further reading

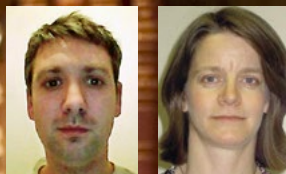
- Data Protection Commissioner [www.dataprotection.ie](http://www.dataprotection.ie)
- Re-use of Public sector information [www.psi.gov.ie](http://www.psi.gov.ie)
- Office of the Information Ombudsman [www.oic.ie](http://www.oic.ie)
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# Rare books in Irish Libraries: an investigation of current challenges in providing access to historical collections

David Parkes and Clare Thornley



## Abstract

Special collections are a long standing part of library history but the changing nature of libraries and their associated technologies have led to new challenges. This article aims to identify the challenges facing the preservation of rare books in Irish Libraries and to determine if these are similar to those discussed in related international research.<sup>9</sup>

Keywords: *Special Collections, Ireland*

## Introduction

In their influential publication, *Exposing Hidden Collections* (2004), Jones and Panitch explored these issues in the light of the changed technological and political context and provided a new and important focus on the role of special collections and rare books. Their work on special collections prompted the Association of Research Libraries (ARL) to set up a Special Collections Working Group which raised awareness of many of the challenges facing the preservation and cataloguing of rare books. These challenges include

- the uncoordinated approach to rare book collecting and digitization efforts
- the existence of 'hidden collections'<sup>10</sup>
- competition for scarce funds
- diminishing budgets

These problems, identified by the ARL bring into question the survival of historic records which are crucial in accurately understanding and

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<sup>10</sup> Hewitt and Panitch (2003) define 'hidden collections' as 'unprocessed archival, manuscript, and rare book materials.'

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<sup>9</sup> Based on a Masters in Library and Information Management dissertation (Parkes, 2011), Dublin Business School.

interpreting our past. This research investigates whether these challenges to special and rare book collections are an important issue for such libraries in Ireland and the extent to which new and different challenges may apply to the Irish context.

The production of manuscripts and rare books has been synonymous with Irish culture since the arrival of Christianity. This culture of writing and learning began when Brigid, Finian and Enda introduced monastic life in the sixth century AD. The monks that inhabited these monasteries were central in preserving manuscripts and texts that still exist today such as the *Book of Kells* and the *Book of Durrow*.

This tradition of preserving rare books will be explored by examining the role of libraries today in safeguarding our rare books focusing on three questions.

1. How are rare books defined in Irish libraries and how does this compare with international practice?
2. What is the impact of digitisation on rare books?
3. How widespread and serious are the problems of 'hidden collections' and cataloguing backlog?

These three questions are explicitly linked to the findings of the ARL workgroup, which are represented in their seven-point plan.

1. Enhance access to collections and backlogs, surface "hidden collections." Advocate for and administer funding for projects, and collaborate with RBMS [Rare Books and Manuscripts Section] to develop and endorse guidelines for what constitutes adequate access.
2. Coordinate planning for collecting nineteenth- and twentieth-century materials and those in new formats.
3. Coordinate information sharing regarding digitisation efforts.
4. Define core competencies among special collection librarians and create training opportunities.
5. Promote special collections as fundamental to the mission of the research library.
6. Gather data on special collections operations.

7. Incorporate some of these issues into agendas of RBMS, SAA [Society of American Archivists], and other ARL standing committees. (Hewitt & Panitch, 2003)

The first question on defining rare books provides useful information for point two of the ARL seven point plan to co-ordinate planning for collecting nineteenth and twentieth-century materials. The second question provides useful information for points three and five of the ARL plan to coordinate information sharing regarding digitization and promote special collections as fundamental to the mission of the research library. The third question posed in this article also promotes the first ARL point of enhancing access to backlogs and surfacing 'hidden collections' (op.cit).

## Methodology

A mixed-methods approach was adopted using a survey and two follow-up interviews. The questionnaire was distributed to twenty-four institutions (ten public, seven private and seven college libraries) in the republic of Ireland with rare book collections which were identified from the books *A directory of rare books and special collections in the United Kingdom and the Republic of Ireland* (Bloomfield 1997) and *The libraries directory 1998-2000: a guide to the libraries and archives of the United Kingdom and Ireland* (Walker 2001). The website [www.Rascal.com](http://www.Rascal.com)<sup>11</sup> was also used. Institutions identified included university, public, private and religious libraries with ten institutions replying to the questionnaire. Responses were not mandatory for each question which meant that in some cases results were taken from 8 respondents and others from 10 respondents. To ensure anonymity, it was not mandatory to provide details about the institution or position of the respondent.

The two interviews were carried out with librarians working with rare books in one large and one medium sized academic institution. The survey data and interview material were analysed independently and then merged based

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<sup>11</sup> (Research and Special Collections Available Locally), an electronic gateway to research resources in Ireland).



on Creswell and Clark's (2007) Triangulation Design, which aims to develop a complete picture from both datasets.

## Definition of Rare Books

The definition of what constitutes a rare book has been somewhat elusive but the Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA), produced the following definition:

**'The entire range of textual, graphic and artefact primary source materials in analogue and digital formats, including printed books, manuscripts, photographs, maps, artworks, audio-visual material and regalia' (Association of College and Research Libraries, 2003: 1)**

Rinaldo (2007) notes the 'intentionally broad' nature of this definition, which essentially covers all primary source materials that librarians deal with on a day-to-day basis. Stephens (2009) notes 'there is a general perception that as Librarians we know what constitutes and defines a rare book, that our heritage book collections are well-documented and their future survival is planned for and secure'. In research on Australian libraries he identifies that 'a quick tour of the collection management policies of many of our libraries reveals considerable variation in the criteria used to identify 'rare', 'special' and 'heritage' printed material' (Stephens 2009). The interviews and questionnaires used in this research explored whether the variation in criteria used to define a rare book identified by Stephens was similar in Irish institutions.

The Irish institutions surveyed identified ten different criteria suggesting that the Irish findings are similar to the broad criteria suggested by Stephens). Below are four examples from the responses to the question: *In your opinion, what criteria are used to define a rare book?*

- No. of copies printed, no. of copies available, provenance, binding, illustration, maps, engravings, value. (University Library)
- All publications printed in or before 1850. Special or limited editions of modern books. Special bindings, books with interesting provenances, important illustrations, manuscripts, posters and other ephemera. Any special or unique feature. (Public Library)

- Our current definition is pre-1850, with occasional exceptions for more recent works of special value through association or unusual format. (Non Publicly Funded Library)
- Older material - of particular historical interest - part of a special collection (Unknown Institution)

These examples from public, private and university libraries highlight the differing views taken by institutions on what defines a rare book reflecting the individual goal of the institution. Age, the most common criterion is, of itself, not easy to define with one institution defining a book rare if it is pre -1900, others if it is pre -1850 and some not providing a specific year. What is important for one institution such as 'limited edition modern books' or 'more recent works of special value', may not be part of the collection policy of other institutions that focus on 'older material – of particular historical interest'. It is clear from these definitions that the classification of a rare book varies between institutions.

This point was reiterated by both interviewees who noted that the definition of a rare book is dependent on the goal of the institution so unless the collection development goals of all Irish institutions are similar it would be very difficult to have one consistent definition for rare books.

It seems clear that for Stephens and for the Irish institutions that the criteria used to define rare books are dependant on the goals of the institution. The fact that institutional goals and definitions of rare books vary in the libraries surveyed suggests that a coordinated approach to rare book collection is limited. This indicates that there is no integrated approach in deciding what institutions should collect which may mean that some areas or subjects are in danger of being overlooked. For this reason it may be beneficial to adopt a more collaborative approach to collections as it would help provide a consistent approach to rare book collection and cultural custodianship.

## Digitization

A further reason identified by Stephens to tackle the question of what defines a rare book is the introduction of digitization because resources that in the past have been used for maintaining and acquiring rare books are now being used



for digitization projects. Stephens also notes there is an impediment to examine this further as librarians are in an age of digitization and focusing resources and energy on 'exciting new ways of providing information', which may 'hamper reflection' and prove costly for some of Australia's cultural heritage.

Hirtle (2002) acknowledges the 'tremendous impact on society of technological innovation' giving the example of the University of Michigan's 'Making of America' collection which circulated a few hundred copies each year pre digitization but in 2002 was being viewed by 5000 people per day.<sup>12</sup> He suggests that as a result of the advantages of digitization special collections print holdings will become less special. Furthermore he states that it is not 'necessary to maintain a middling collection of rare books when access is no longer tied to physical possession, let alone ownership?' He notes that print copies may 'sell for large amounts of money to private collectors, but few libraries can or should participate in the market if most research needs can be met with digital copies. . .'. He also maintains that librarians should focus on providing digital access to rare books and that maintaining and preserving the physical copy of a rare book is not necessarily the role of the librarian.

Asked in the survey whether they agree or disagree with Hirtle's view, six of the eight respondents either disagree or strongly disagree with two respondents unsure. These results demonstrate that the view of Irish institutions in relation to the ownership and preservation of the physical copy of a rare book is contrary to Hirtle's assertions. The findings from Irish institutions correspond to the opposing view proposed by Koda (2008) and Stephens (2009) in that they promote the value of the physical copy of rare books and the role of the librarian in preserving them. Stephens maintains that special collection librarians have a duty in the 'preservation and survival of significant material' and aspects of the current digitization policy may 'threaten the future of our historically significant book collections' as due to a conflict of resources the role of special collections is reduced (Stephens). Koda emphasizes this further, maintaining that the 'raison d'être' for special collections is that their

fundamental collections are 'primary holdings' (2008).

There were mixed views from both interviewees in this area. The first interviewee agreed strongly with Stephens (2009) and Koda (2008). He also suggested that developing a physical collection of rare books helps to distinguish the institution as a research centre citing the example of Harvard, a world famous institution, as having a budget of approximately \$3 million in 2008/2009 for special collection development. He believed that such a policy is essential to distinguish a university as a research facility. Contrary to this view the second interviewee was more inclined towards the argument that access is more important than ownership based on the fact that the institution is primarily a research facility, which is in accord with Hirtle's view.

The second interviewee also observed that technology has not been tested in the long term preservation of historical material and this point was reiterated by one survey participant when asked why it was so important to have the physical book rather than access to a digital copy. 'A printed book is a proven stable platform from which your institution can provide scholarly access to historical text'. One notable example where technology has been unsuccessful in the preservation of cultural heritage described by Blackhurst (2007) was the BBC's attempt to create a Domesday book:

**'The Domesday book, written in 1086 on pages of stretched sheepskin, has lasted more than 900 years but the BBC's attempts to create a new Domesday book chronicling British life in 1986 - capturing fleeting historical records such as adolescent diaries and a video tour of a council house - was more problematic. The £2.5m project, stored on huge laser discs and readable only by a brick-like, mid-1980s vintage BBC microcomputer, became obsolete within a decade. Both the laser-disc player and the software it relied on have long since been abandoned. A specialist team from the national archives had to spend more than a year rewriting the software to rescue it from oblivion'.**

(Blackhurst, 2007)

<sup>12</sup> "The Impact of Digitisation on Special Collections"

## Hidden Collections

Stephens (2009) notes that 'not only are we being challenged to come up with a definition of what might belong in a heritage book collection, but we are also facing the difficulty of identifying where this material actually resides.' The ARL symposium *Building on Strength: Developing an ARL Agenda for Special Collections* held at Brown University Rhode Island in 2001 resulted in the creation of the ARL Task force and a seven-point plan of action. The first point of this plan was to enhance access to collections and backlogs to help surface 'hidden collections' (Hewitt & Panitch, 2003). This point becomes more critical when resources are being focused on digitization at the expense of other areas of the library such as rare book collections. Jones (2004) maintains that 'the cost to scholarship and society of having so much of our cultural record sitting on shelves, inaccessible to the public, represents an urgent need of the highest order to be addressed by ARL and other libraries'. As these items remain un-catalogued and, therefore inaccessible, there is a danger that important historical texts are not being identified and sufficiently maintained. The findings in Irish institutions reflect the findings elsewhere in that it identified that all of the respondents had cataloguing backlogs ranging from 100 to 100,000 items in size.

The point was reiterated when four of the eight respondents said cataloguing backlogs are common with the remaining four suggesting they are universal. The impact of this is highlighted by Jones when she notes that 'un-catalogued or under processed collections are at a greater risk of being lost or stolen' and that 'unique and rare materials are particularly vulnerable' (2004). One survey respondent indicated that this problem is actually increasing due to budget constraints: 'Due to the recruitment embargo the number of professional librarians employed has been reduced by 75% therefore the cataloguing backlog has increased'. The issue of budget constraints is particularly relevant in Ireland in recent years due to the recession and government cut backs. This issue was also discussed in both interviews with the first interviewee stating that their budget was 10% of what it had been before the recession for manuscripts and rare books. This was also reflected in the results from

the questionnaire which identified that the underlying problems that result in cataloguing issues are rooted in the common theme of staff numbers and budgets. This was identified by five of the eight respondents as the most common challenge facing rare book collections in Ireland. In addition, four out of the eight respondents replied that their budgets had decreased in the past ten years with three noting it had remained unchanged and one budget had increased. This challenge was also identified in a 1997 ARL survey, which found that large portions of collections included materials that could not be accessed as they were un-catalogued and contained significant backlogs. The RCC (Research Collections Committee) of the ARL maintained that this raised a concern regarding the vulnerability of special collections budget cuts and highlighted the need to reinforce the necessity of special collections within libraries (Research Collections Committee, 1997).

## Recommendations

The findings of this research suggest that a more concise definition of rare books would be useful in determining what should be preserved, or, at least, that institutions should take a more collaborative approach on selection criteria to ensure that the country as a whole maintains a representative collection. In addition to more collaboration and the pooling of resources, Hewitt and Panitch (2003) propose that the value of rare books to an institution needs to be promoted. Point five of the ARL seven-point plan is to 'promote special collections as fundamental to the mission of the research library'. This was reiterated in the interviews and questionnaires with one respondent noting that 'marketing the uniqueness of certain items will bring in scholars'. The first interviewee proposed that developing a physical collection of rare books promotes the institution as a research centre distinguishing it from other centres. This distinction can also be used to encourage international students to choose an institution.

Promotion through exhibitions of rare material will create greater awareness of its existence and can raise the profile of the institution as a centre of research. This can additionally serve as a revenue stream for the college such

as the example of the permanent exhibition at Trinity College. The other two areas for promotion of the value of rare books are to internal management and scholars carrying out research. Promotion of the collection to senior university management is vital as it is an opportunity to present the value that rare books can bring to the institution in terms of prestige and scholarly interest and can support applications for increased budgets and staff. Engagement with scholars can increase awareness of the research value these collections bring and assist in distinguishing the institution as a research centre thus encouraging an increased profile and further research.

## Conclusion

Patton (2009) maintains that 'the library's vast collections of printed books are in many ways the most tangible witness to the library's past and the rarest of these books its very soul'. The focus on the preservation of these books is more important than ever due to the changing world of librarians as digitization despite its many advantages can reduce our care of non-digitised material. If, as suggested by Patton, rare books, are indeed the soul of the library, then librarians need to identify and tackle the challenges that 'hidden collections' and digitisation present to their preservation to ensure they are protected for current and future generations. Taking a collaborative approach to rare book collection can ensure the safeguarding of our historical material. Librarians must also utilise the potential of digitization to promote and increase awareness of special collections and identify the balance between developing special collections and providing access through cataloguing 'hidden collections' and digitizing existing collections.

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# Martello, Marconi and Metadata: The Irish Hurdy Gurdy Museum of Vintage Radio<sup>13</sup>



**Sarah Connolly and Marie-Therese Carmody**

## **Abstract**

This article describes the options for computerising and promotion of an historic museum collection using modern communication tools available through Social Media.

**Keywords:** *Catalogues, Metadata, Social Media*

## **Introduction**

The historic setting of Martello Tower no. 2 in Howth is home to the Hurdy Gurdy Museum of Vintage Radio. Since 2002 Pat Herbert, the curator, has housed all manner of artefacts, relating to the history of communication and general Irish history. As a non-profit endeavour, Pat relies heavily on a steady band of radio enthusiasts to maintain the museum and keep it open to the public. As a result the museum's collection had remained



13 <https://sites.google.com/site/hurdygurdymuseum/home>

uncatalogued. A chance visit to the museum by Marie-Therese resulted in her offering her services as a cataloguer of the collection on a voluntary basis. This was an opportunity for Marie-Therese to put the theory from her MLIS into practice, whilst at the same time offering a perfect developmental project for her as an early career librarian. Sarah joined the project at the beginning of October, after completing another voluntary cataloguing project.

## Project Scope

The Hurdy Gurdy was a greenfield in terms of cataloguing, providing both a rich collection and an enthusiastic management team. The first order of business was the evaluation of the IT infrastructure. It became apparent that a local server solution was not feasible within the Martello tower itself. One of the key objectives was to create a catalogue that would give access to multiple users, especially new audiences. An online public catalogue was identified as the best solution. Due to financial constraints an open source solution was required. In this second stage the priority was to source the 'perfect fit' software. We undertook product research and held discussions amongst colleagues from our 2012 class, and decided on Omeka.net. Concerns around the vagaries of inconsistent network connections and other unforeseen circumstances or natural disasters meant that a back-up local catalogue was required. We chose Microsoft® Access as our platform. This backup catalogue would ensure that if anything did happen to the online Omeka catalogue, the metadata collected throughout the project would not be lost.

## Omeka.net

Omeka.net was developed by the Corporation for Digital Scholarship (CDS), who are also responsible for the open source storage and referencing solution Zotero ([www.zotero.org](http://www.zotero.org)). Omeka.net was constructed for museums, to archive their artefacts. Utilising cloud computing solutions, functionalities such as exhibiting collections online and Google analytic plug-ins made the site attractive and user friendly. This was an important consideration as the user demographic of the museum indicates a mix of various age groups and

technical abilities. We had to consider this when choosing our primary digital platform. If the audience could not interact intuitively with the chosen software, it would not be suitable for the project or the museum. From initial testing, we as cataloguers found Omeka easy to use. Informal casual audience feedback was also positive. For this project it was identified as the ideal solution to the open source quest. The other advantage that assisted the decision making process was Omeka's incorporation of Dublin Core, the primary descriptive method within Omeka. The simple nature of the element fields, for example 'creator' and 'published by' allow the 'non-cataloguer' an intuitive understanding of the item description, and instantly accessible to 'digital tourists' or those who are not familiar with digital technologies.

Omeka.net comes with free 500MB collection management space which seemed ample for the project. This space had the capacity to hold up to 5,000 images. However, by November it became apparent that given the amount of metadata we were collecting and the fact that we wanted to include more than one image per item/artefact, we would need to invest in the Silver package of Omeka for the annual fee of \$99. This is a cost that we were happy to absorb personally and will continue to do so. The improved functionality offered a more comprehensive online platform to illustrate and made the most of the museum's collection. The additional space allowed the upload of more images with each artefact. This ensured that audiences could see all aspects of the physical objects within the collection. Realistically, we know that the majority of our audience will not be able to visit in person, so providing comprehensive catalogue records is key to our operation within the museum. This upgrade also provided us with the added ability to showcase each specific collection within the museum via an online exhibition platform. The showcasing of the collection in its entirety in an online environment allowed for maximum exposure that was not constricted by physical space. This virtual museum actually allowed visitors to experience more of the collection that they could have within the confined space of the Martello Tower.

The cloud computing solution Dropbox.com was used for file sharing and storage of the Access database which complemented the Omeka catalogue.

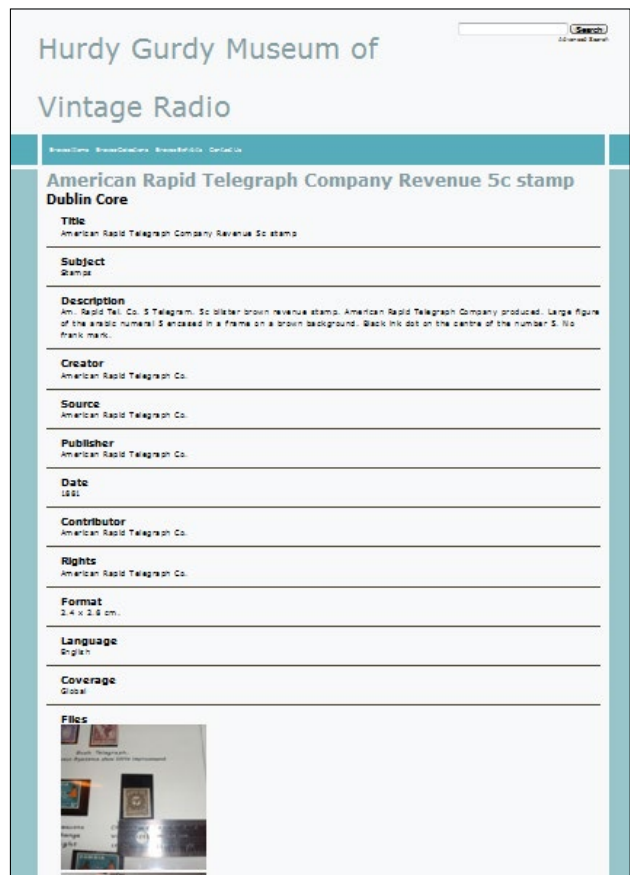


These solutions allow for a smooth transition of the project workflow. The image and data collection are completed every weekend, whilst we are on site. We then update and provide an image title and identifier, upload to Dropbox, thus ensuring a smooth transition for the catalogue update. We have developed and standardised the cataloguing policy. The key feature of this is the use of a format for image capture. A white background and a visible ruler alongside the artefact are captured in every image, providing consistency for both our team and our audience. We are in the process of sourcing an appropriate colour separator chart to include alongside the images.

**Access Database**

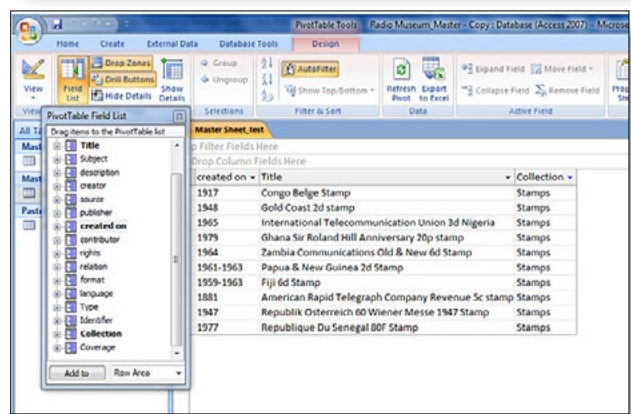
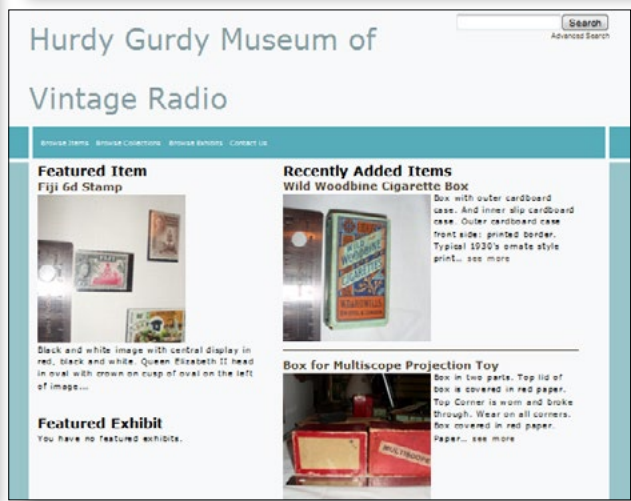
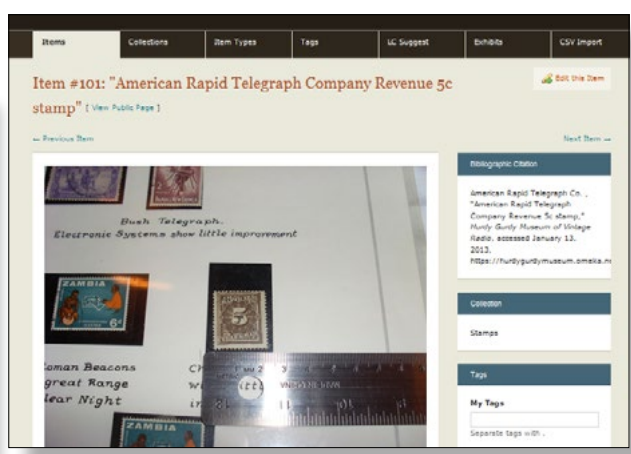
A local Access database was created to provide a fail-safe mechanism against account losses or another incident.

Access provides collection analysis using pivot tables which allow for swift and effective data manipulation to give insight into the collection components. We can tell for example, how many items from the 1950s are held in the Postcard Collection by dragging and dropping a field heading into the correct pivot area. Many media production companies use the museum as a source of paraphernalia for their films and TV shows. The pivot table facility will really assist Pat and his team when scouting for artefacts from particular time periods. Creating entries in the Access database also generates a unique identification number



**Clockwise from above: Omeka item public view, Omeka item cataloguers view, Omeka home part screen, and pivot table**

per item. Manually inputting this number into the Omeka catalogue allows a cross reference of the items between the two systems. Physical markers displaying this number connect items to their catalogue entry. As we began to virtually classify items, the activity surrounding this allowed us to re-evaluate the exhibits within the museums physical space. While the catalogue was taking shape





online, we began to construct mirrored collections within the museum itself, areas such as a valve corner, an Irish history space and an Ever Ready® dry battery display.

## Hurdy Gurdy Special Collections

There are a number of special collections within the museum, such as radios, batteries, stamps, telegrams, valves, household products and historical documents from the foundation of the Irish state amongst items relating to the history of telecommunications. With the upcoming anniversaries including the 1913 lockout, 1916 Easter Rising, 1919 War of Independence and the 1922 Civil War, we recognised that certain areas of the collection would generate more interest. However, we were still limited in how much information we could impart via the catalogue to our online audience. Catalogue entries required extensive research while trying to establish the provenance of some of the more obscure items. This lack of ability to impart the peripheral knowledge we were accumulating around the collection was frustrating for the team. For this reason a blog was set up to capture details of the research and interesting fact finds.

## Using Social Media & Crowdsourcing Solutions

Through a conversation between Sarah and Pat one day at the Museum, it became apparent to us, that Twitter was the modern communication equivalent of Marconi and De Forest who had both worked within the Martello tower. This could be a solution to our urge to provide our online audience with further detail about the museum and its varied collections. A Twitter account was created for the Hurdy Gurdy, and we began promoting the collection to as wide an audience as possible.<sup>14</sup> Thus began our small effort to



Google analytics

follow in the footsteps of the National Library of Ireland who have increased their audience engagement via Twitter and Flickr, by putting a more 'human' face on a national institution. Joe Guilfoyle, who is an expert in valves, telegraphy etc., had already set up a website for the museum and other volunteers connected with the museum had created a Facebook page. The addition of Twitter to the museum's online presence is set to enhance the museum's audience interaction.

Our initial strategy began with following people and organisations that were somehow associated with radio, history, and museums. Very quickly we received 'retweets', favourites and our steady band of 'followers' started to increase. The weekend that Sarah 'tweeted' images of a receipt for the 1929 Fianna Fáil national collection we received a huge amount of interest. As Marie-Therese had set up Google analytics on our Omeka site, it was easy to calculate when our audience had been viewing the collection and what was of particular interest. We could see first-hand the impact that Twitter was having on the visits to the online catalogue.

This interest encouraged us in our efforts in highlighting the collection to as wide an audience as possible. So we refocused our efforts on cataloguing the

<sup>14</sup> #hurdygurdyproject

Irish ephemera within the museum's collection. As with everything concerning the operation of the catalogue and the metadata collection, this is a team effort. We both tweet and manage the Twitter interaction for the site, in between our day jobs. Sarah, who has a background in history, tends to get more involved in the dissemination of information relating to the history behind the artefacts on Twitter. Marie-Therese deals with the more technical tweets, as she has a background in engineering and physics. This 'human interaction' in turn has elicited more followers. The real bonus of social media to the team is how easy it is to connect with our audience via our smartphones, laptops, and tablets as we go about our daily lives away from the museum.

Twitter has proved invaluable, as we have shared items from the collection with not only our Irish followers, but have engendered interest as far afield as Rio and the United States. On any given weekend, we can have visitors through the door from Japan, Luxembourg or the Ukraine and our social media platform means that they can extend their interaction long after they walk out the door. Twitter, Facebook, the website not to mention the Omeka catalogue enable us to spread our 'Hurdy Gurdy' net even further. For example, we have regular conversations now with a follower in San Francisco who is Irish, broadcasting a radio show of pre-1950s recordings. These are connections we could not have made through the normal avenues available to a small independent museum. During the Christmas break, we created a blog for the Hurdy Gurdy. Overtime we hope to increase the amount of interest in our collection, in the Martello tower itself and in the history of communication within the island of Ireland. Overall the development for us both has been extensive and we have thoroughly enjoyed working with the team at the Hurdy Gurdy Museum of Vintage Radio.

### Next Steps

This project has been invaluable for us to gain practical experience in developing an online catalogue. The challenges placed by financial, technological and physical constraints have been overcome by the use of open source

software, cloud computing solutions, social media tools and crowdsourcing. The Hurdy Gurdy collection spans a significant period of Irish as well as telecommunications history. The museum is dependent on the support of visitors for its viability. By moving the collection catalogue to an online platform the collection has new opportunities to reach a global audience. Information management has practical, concrete applications that essentially provide solutions for organisation, storage and access, these new tools and solutions mark the next phase in the development of this field.

We wish to thank Pat and staff at the Hurdy Gurdy museum for all their support and for allowing us to develop this project. We welcome queries from colleagues who wish to learn more about the project and solutions we implemented.

**Sarah Connolly, MLIS, Library Assistant, John Hand Library, All Hallows College and Cataloguer at Ye Olde Hurdy Gurdy Museum of Vintage Radio;**  
**Marie-Therese Carmody, MLIS, Cataloguer at Ye Olde Hurdy Gurdy Museum of Vintage Radio.**

### Further information/reference

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# Library Ireland Week Staff Exchange Scheme: Diary of an Exchange



Six library staff from NUI Maynooth took part in the staff exchange scheme during Library Ireland Week 2012 (12–18 November) . Overall, they found the experience very positive.

## **Bernie Gardiner**

from NUI Maynooth describes her exchange day.

### **Tuesday 13th November, 2012:**

I am participating in the LAI staff exchange scheme as part of Library Ireland week. I'm going from NUI Maynooth Library to the medical library at Tallaght Hospital. As I make my way down the hospital corridors I am feeling slightly anxious about what the day might hold. This is all so very different from the large university library where I currently work. My worries are quickly dispersed when I meet Anne Murphy, Head Librarian. She is so welcoming I immediately relax. She introduces me to her library colleagues - Tom, Felicity and Jean - who also give me a really warm welcome.

A tour of the Library follows. The Library Management System (LMS) is *Heritage*. It's an LMS for mid range sized libraries, quite different from Aleph our LMS in Maynooth.

The Library recently had a major review of their journal collection and now only holds print versions of journals which are not available electronically. This decision allowed additional space for casual seating and an area to host training and demonstrations from database suppliers. Such a demonstration has been



arranged on the day of my visit, and Jean and Felicity are heavily involved in organising this for staff and students.

Anne explains that access to their journal collection is via *Athens* authentication. However, the Library clearly brands the databases to make people aware that the Library is the subscriber. A recent assessment of the collection was carried out to ensure it encompassed the needs of all hospital staff. Interestingly the collection includes a wellness and good read section. The Library has two photocopiers and one printer. However, this service is currently under review. The Library is popular as a quiet study space.

At coffee, Tom updates me on the service the Library provides. It's a multidisciplinary health sciences library open to all staff in Tallaght Hospital, staff of the Health Services Executive (HSE) Psychiatric Unit, and Trinity College staff and students based in the Trinity Campus located on hospital grounds. It receives some funding for books from Trinity College. Their main book suppliers are Hodges Figgis and Clarendon Medical.

During the day I spend a short period at the Reader Services desk. I also attend a talk from Ovid Technologies to get a better understanding of Medline (one of the bibliographic databases available in Tallaght Hospital Library). At a database demonstration session, Maurice from Ovid Technologies explains multiple searching of different databases, the Medical Thesaurus and the My Projects facility.

Lunch is a whistle-stop tour of The Square shopping centre located close to the hospital followed by a talk from Emerald about *Accessing Emerald eJournals and eBooks*. Anne is very generous with her time, telling me

about the library website and other developments. She familiarises me with The Cochrane Library, an evidence-based database that is freely available to all (<http://www.thecochranelibrary.com/view/0/index.html>). Not having a medical background, I find the plain language summary particularly useful.

Anne shows me how to access the A-Z list of journals. My main area of work back in Maynooth is inter-library loans. It's interesting to note the link available from their A-Z list to their inter-library loans facility for articles not held in their collection. Tom explains the daily work routines of library staff and demonstrates the processes involved in receiving new acquisitions and cataloguing.

As the day concludes, after exchanging thanks and farewell, extending an invitation to visit our new Library – due to open shortly – I'm feeling really glad I've had the opportunity to see how the library service operates in a different environment. Tom had packed a 'goodie bag' for me and as he shows me the way to the exit he kindly gives me a final tour of the hospital.

This was a really worthwhile day and one that I will remember. Sincere thanks go to Anne, Tom, Jean and Felicity (the staff of Tallaght Hospital Library) and also to senior management in the Library NUI Maynooth for supporting the job exchange initiative.

Tallaght Hospital Library Web-site: <http://www.amnch.ie/Departments-Clinics/Departments-A-Z/Tallaght-Hospital-Library/>

**Bernadette Gardiner, Inter-Library Loans, NUI Maynooth.**  
[Bernie.t.gardiner@nuim.ie](mailto:Bernie.t.gardiner@nuim.ie)



# Health information without frontiers

## 25th EAHIL Conference 2012, Brussels

The theme of the 25th anniversary conference of EAHIL<sup>15</sup> (European Association for Health Information and Libraries) reflected the idea that health information crosses national boundaries and presents the same challenges to all regardless of geographic location. The first EAHIL conference was held in Brussels in 1986 so it was fitting to return to the original city for this commemorative event; the venue for this year's conference was the Université catholique de Louvain (UCL).

Irish representation was reasonably strong this year with at least five delegates. Aside from the continuing professional development gained by attending EAHIL, Kate Kelly, Janet Harrison and I were on a mission! We wanted to present the findings of the report *Irish health libraries: new directions. Report of the status of health librarianship and libraries in Ireland*

(SHELLI) and delivered our Oral presentation as part of the section on 'Professional Development'. **The SHeLLI report** represents a unique milestone in the history of Irish health libraries and librarianship and EAHIL was an important platform to share the research process and findings with European colleagues and to gain feedback from them.

We received a commendation from a member of the EAHIL council on the work that we had undertaken and the bravery of taking a critical

look at our profession and making that information publicly available. This Session also included a presentation from a Swedish Librarian on the employment of a "critical friend" to improve teaching methods of academic health librarians. Polish colleagues reported on a national repository platform for knowledge resources.

Interestingly, all keynote speeches were given by non-librarians. These included a researcher, General Director of the Belgian health care knowledge centre and a university professor. All spoke on issues relevant to librarians and it was fascinating to get a view through their lens on areas of information science with which librarians are familiar. Topics covered were the economics of copyright, literature searches for health policy and education and information.

15 <http://sites-final.uclouvain.be/EAHIL2012/conference/?q=proceedings>



An 'Outreach' session attended included the following presentations:

- Swedish Librarians described an information strategy for 4 hospital libraries and 9 librarians who were all merged into a single entity. The resource is for 7000 employees in the county. For 2 years they ran a business campaign and visited 20% of their sector, taking in over 1200 locations. Their ultimate aim was to become a research resource and partner in the healthcare team. A huge response coupled with rising expectations was reported. Their immediate challenge was to meet and/or manage these expectations.
- Spanish and American colleagues investigated the use of communication tools by both users and librarians. Using a survey and critical analysis of each tool, the findings and further information are available in the conference abstracts.
- The role of the librarian in relation to generating awareness about ebooks and improving access to them was the subject of a Belgian presentation.
- A Swedish presentation focused on the difficulty of making sense of ebook usage statistics. The definition of 'download' differed for each supplier and the challenge for librarians is to be aware of the metrics involved and look at new positions for sharing and inter-lending ebooks between libraries. A discussion took place about 'patron-driven acquisition' and whether this was the future model for collection development in libraries (physical or virtual).

For me, the most interesting part of the conference was the 'New technologies' Section. Home-grown Podcast selections have been made available to borrowers on pre-loaded iPods in Australia. Junior doctors have been targeted as they proved

most open to adopting new technologies. The outcome is that a significant contribution has been made by the library to the local knowledge base of the community. This project won the 2011 HLA/HCN innovation prize. Italian Librarians reported on the support they give to health related information published in social media. A librarian from the German national medical library spoke about national responsibility for digital preservation in each country and questioned who should have that remit? A very engaging presentation was given from the University of Nottingham about JISC- funded projects. There are six projects which embed repositories into institutional services and processes.

Evidence- based practice was allocated a parallel session and an interesting presentation was given by Alison Brettle (University of Salford) on clinical librarian services in the UK. These services were evaluated using methods described in Brettle's recent systematic review. Conclusions were drawn that clinical librarians were making an impact on service development and delivery improved patient care and evidence- based practice.

The Library Management session included a discussion on 'licensing models for academic health science centres in England'. The licensing was for electronic resources to be used across academic and NHS locations. This was a key recommendation of the Peter Hill report<sup>16</sup> i.e. that higher education and health service should join up and jointly procure electronic resources. This model is something that is long overdue in Ireland. It is not without its challenges but the result is equity of access, something towards which librarians traditionally strive. Equally relevant in this section was a presentation on

16 [http://www.libraryservices.nhs.uk/document\\_uploads/NHS\\_Evidence/national\\_library\\_review\\_final\\_report\\_4feb\\_081.pdf](http://www.libraryservices.nhs.uk/document_uploads/NHS_Evidence/national_library_review_final_report_4feb_081.pdf)



“Using the Balanced Score Card and Key Performance Indicators in Strategic Planning” given by Ellen Sayed who also had a poster at the conference. She reported on the implementation of the balanced scorecard for measuring KPIs at the Weill Cornell Medical College in Qatar. She described a 5 year strategic plan for the library and how she used the balanced scorecard to align the strategy with the work the library does and how it helped her to keep on track. The key thing she said was to identify stakeholders at the start of the process and find out what they need from you. Then interview staff, do a SWOT analysis and survey and develop metrics. The scorecard method forces the library manager to think beyond the traditional activity statistics. Another key strategy was to align the KPIs with the organisation’s strategic plan. She reported that the library has adopted a ‘lean workflow’ only doing activities or projects that add value. Measuring and demonstrating evidence to show that librarians add value to the health service was one of the key recommendations of ShELLI and the method described by Ellen is something

that could be replicated locally by health science librarians in Ireland.

Social activities at the conference included an option to take a library tour or to spend some time exploring Brussels. The Gala dinner was held in Aula Magna – a glass walled building in Louvain-la-Neuve some distance from Brussels. We all got a taste of Belgian traffic – reportedly the seventh worst European city for traffic congestion – as our coach took some time to take us to the dinner destination. A very pleasant evening was had with

plenty of Belgian cuisine and “European music”.

Ann innovative move to engage the audience, took place on the final day of the conference. A session was held on ‘23 things for EAHIL’ which encouraged all librarians to login to the dedicated website for 23 things and to take the plunge into Web 2.0 technologies and have a go at adopting some of these technologies that are freely available. A ‘one-minute-madness’ session ensued where anybody in the audience could take the microphone and speak on a topic they were passionate about for 60 seconds. The participation was great and everyone was timed by a digital clock projected on a large screen behind them. This was a fun-element to the conference and was thoroughly enjoyable.

*Aoife Lawton is Systems Librarian, HSE.*





# Books are for life:

## chapter 2 - the Public Libraries' Section Annual Conference

**Gorey, 7th-9th November 2012**

The annual conference of the Public Libraries' Section took place in the Seafeld Hotel, Gorey, County Wexford, at the invitation of Wexford County Council. Jane Cantwell, vice-President of the Library Association of Ireland, formally opened the conference on the evening of Wednesday 7th November.

Patricia Canning (Reader Organisation<sup>17</sup>) started the programme with an inspiring account of her work among prisoners and other vulnerable groups in Northern Ireland. Talking about the *Get into Reading* programme, she told how an approach based on shared reading can meet a wide range of individual needs, such as improving well-being, building confidence and a sense of community.

After the talk of books and reading, the focus switched to how the books, the staff and the buildings can be paid for, in Kathy Roddy's session on 'Exploring independent financial support for libraries'. Drawing on her experience of

<sup>17</sup> <http://thereader.org.uk/>



working with libraries in the UK, Ms Roddy gave examples of how public libraries can get additional financial support through working with suitable private sector and philanthropic sponsors.

The session 'What does the future hold for Irish public Libraries?' gave three chief librarians an opportunity to share their views of how public library services can respond to the current and future demands of the public, in the context of continued pressure on the public finances. Damien Brady (Limerick County), Liam Ronayne (Cork City), and Helen Walsh (Clare County), were united in their belief in the value of the service, and the importance of being flexible in how we deal with the challenges we face.

Conference delegates were delighted to have the opportunity to visit Gorey Public Library which opened in April 2011. Welcomed by Executive librarian Hazel Percival and her team, delegates were very impressed with the bright, light-filled and welcoming building. Taking advantage of the lecture/meeting room space, Breda O'Sullivan (Business in the Community) presented a session on the Time to Read programme in primary schools.

Following the conference session the Section was honoured by a Civic Reception hosted by the leas-Cathaoirleach of Gorey Town Council, Councillor Bernard Crosbie.

The Conference Dinner took place in the Seafield Hotel, and guests included the leas-Cathaoirleach

of Wexford County Council, Councillor Robbie Ireton; Eamon Hore, Director of Services, and President of the Library Association of Ireland and Wexford County Librarian, Fionnuala Hanrahan.

John Lonergan (former governor of Mountjoy Prison), was the after-dinner speaker, and his speech about the importance of books and reading in tackling inequality was both moving and inspiring.

The future of books and reading was addressed on the second day, when Isolde Roche (Pan Macmillan) took 'eBooks everywhere?' as her theme.

The by now traditional 'quick-fire round' featured Jane Alger (Dublin City Public Libraries) talking about 'Dublin: UNESCO City of Literature'; Hazel Percival on 'Libraries for literacy', and Mary Stuart (Offaly County Librarian) on 'RFID: the Offaly experience'.

Author and super coach Judy May Murphy's theme was 'Aim for what you want, not what you think you can get ...' a maxim that can be applied to both work and personal lives.

The final session was, as in Galway in 2011, a 'My life in books' panel. Chaired once again by broadcaster and author John Quinn, the panel featured Anne Doyle (former RTÉ newsreader); Declan Hughes (best-selling crime writer), and Evelyn Cusack, one of Ireland's best known meteorologists.

Exhibitors' 'lightening' talks were also programmed

during the conference, and the Public Libraries' Section wishes to thank all the trade delegates and exhibitors who supported the conference so generously.

***Brendan Teeling is Chairperson, Public Libraries Section, LAI, and Deputy Librarian, Dublin City Libraries***



An Leabharlann  
22-1  
March 2013

# Supporting Open Access to Health Knowledge Resources across Ireland: Linking with NECOBELAC

Joanne Callinan, Kevin Balandá and Louise Bradley



Participants at the Necobelac Train the Trainers Day in Dublin



NECOBELAC is a Network of Collaboration between Europe and Latin American-Caribbean countries.

The project aims to

- Establish a network of collaboration
- Promote scientific writing
- Promote open access publishing

Project activities include training courses, workshops and conferences, raising awareness on the importance of scientific writing and Open Access publishing, by providing specific training content and by developing a network of EU-LAC experts and professionals collaborating to reach the project objectives ([www.necobelac.eu/](http://www.necobelac.eu/)).

NECOBELAC employs a two level approach. The first level (T1: Train the trainer) provides training to participants who, in the second level (T2: Local training) organise local OA activities to improve scientific writing and promote open access models in their local area.

In May 2012 NECOBELAC, in collaboration with local partners, provided an open access training course in Dublin to trainers. The training day was followed by three webinars in May and June 2012 to help participants develop

the OA activity in their local areas and to explore other issues: “Open access publishing – policies, advocacy and best practices”; and “Repositories: management, policies, and best practices”.

The presentations from the training course and copies of webinar proceedings are available at: <http://www.thehealthwell.info/open-access-open-data/resources-and-training>

### Modules T1 Course, Dublin, Ireland, May, 2012

- Paola De Castro (Istituto Superiore di Sanità, Rome): *Presentation of NECOBELAC project and NECOBELAC EU-LAC Cooperation*
- Paola De Castro (Istituto Superiore di Sanità, Rome): *Critical introduction to scientific journals and the editorial process*
- Paola De Castro (Istituto Superiore di Sanità, Rome): *The formats of scientific papers*
- Bill Hubbard (University of Nottingham, UK): *Critical introduction to open access*
- Laurian Williamson (University of Nottingham, UK): *Open access repositories: processes and structures including copyright*
- Bill Hubbard (University of Nottingham, UK): *Open access and national adaption*
- *Four local perspectives: funding agency, academic, health services and community sector:* Patricia Clarke (Health Research Board, Niamh Brennan (Trinity College Dublin), Aoife Lawton (Health Service Executive), Joanne Callinan (Milford Care Centre).

### Modules T1 Webinars

**Webinar 1 (18 May 2012, Course participants only) Developing a T2 course strategy for course implementation:**



Some suggestions for “local” activities that participants could undertake in their area included:

1. Local information session and workshops - your library, your organisation or local area
2. Presentations / OA training / dissemination of OA materials to:
  - Undergraduate education classes
  - Specific professional groups
  - Local community groups
3. Presentation of OA material into existing events – presentations, posters, exhibition stands and materials
4. Other webinars
5. Develop an online calendar of Irish and international OA activities and events
6. Set-up an institutional repository or deposit research publications to your local institutional repository

### Webinar 2 (8 June 2012, Open to all): Open access publishing – policies, advocacy and best practices

When looking at OA publishing the question arises: How is the research output open and to what degree is it accessible?

- |                  |                             |
|------------------|-----------------------------|
| • Open to read?  | • Accessible for processing |
| • Open to use?   | • Accessible by the public  |
| • Open to reuse? | • Accessible by the world   |

Open Access:

- Does not affect peer review
- Does not affect quality
- Does not affect copyright
- Does not affect plagiarism
- Does not replace publications



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The Health Well *Better intelligence, better decisions, better health*

Resources containing all of these words  
Start a new search Search  
Guidance on searching

Topics Interventions Policies Data Evidence News Knowledge Translation Network Tools Links

Journal articles

Peer-reviewed research articles are not included in the Health Well's catalogues which principally focus on "grey literature".

On this page you will find summaries of research articles published in Open Access Journals and drawn down by RSS feeds from those Journals. These journals cover about a quarter of all peer-reviewed journal articles and so are not comprehensive. In addition, the Health Well's topic-managers supplement these summaries with research articles from topic-related online journals.

The Journal articles accessible on the Health Well website have been compiled from various sources that are not controlled by the Institute of Public Health in Ireland (IPH). IPH is therefore not responsible for the content of external websites and the inclusion of a link to an external website from the Health Well should not be understood to be an endorsement of that website.

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## Webinar 3 (22 June 2012, Open to all): "Repositories: management, policies, and best practices"

Although there is much research activity in the field of public health, access to this research output is often limited due to the lack of publication of original research or the high cost of journal subscriptions. There is the argument that such publicly-funded research should be freely available to researchers, clinicians, policy-makers and the public. Depositing research output in institutional repositories or publishing in peer-reviewed open access journals ensures greater dissemination of information as well as ensuring access to a digital record of that research for the future.

Open access literature is freely available online with no (or limited) copyright restrictions. Over 230 Open Access journals are searchable of the Health Well website (<http://www.thehealthwell.info/journals>) and institutional repositories such as LENUS (<http://www.lenus.ie/hse/>) enable researchers, policy-makers and practitioners to have free access to peer-reviewed research articles. The participants in the course, including librarians, editors and policy-makers from different healthcare organisations in Ireland, agreed to carry out similar training or other activities in scientific writing and open access and to promote these activities in their own organisations or local areas.

Joanne Callinan is Librarian, Milford Care Centre, [j.callinan@milfordcarecentre.ie](mailto:j.callinan@milfordcarecentre.ie)

Professor Kevin Balanda is Associate Director at Institute of Public Health in Ireland, Adjunct Professor of Public Health at the Department of Epidemiology and Public Health, University College Cork and the Director at Ireland and Northern Ireland's Population Health Observatory, [Kevin.Balanda@publichealth.ie](mailto:Kevin.Balanda@publichealth.ie)

Louise Bradley is Resource Manager, Institute of Public Health in Ireland, [Louise.Bradley@publichealth.ie](mailto:Louise.Bradley@publichealth.ie)

Search: [ ] Go

LENUS The Irish Health Repository

HSE Fídhmeannacht na Seirbhíse Sláinte Health Service Executive

Advanced search Home :: My LENUS :: Submit :: Help :: Feedback :: Compliance :: Register/Login Language: English

Irish Health Repository > Communities and Collections

**Communities and Collections**

Shown below is a list of communities and the collections and sub-communities within them. Click on a name to view that community or collection home page.

Expand All Collapse All

- + HSCP (IS)
- + HSE
- + Hospital Research
- + LIS
- + Other Irish Health Organisations
- + Research Articles
- + Special Collections

Browse

- Communities & Collections
- Title
- Author
- Date published
- Submit Date
- Subject
- Researchers

Listed communities

- HSCP (IS)
- HSE
- Hospital Research
- LIS

# Book Reviews

## Emergency Planning and Response for Libraries, Archives and Museums

Dadson, E. London: Facet Publishing, 2012. ISBN: 978-1-85604-808-8. 230pp. £49.95. Pbk.

Dadson draws on her extensive experience in the field of emergency/business continuity management to produce a text which provides a practical approach to emergency planning and response for all who work in libraries, archives or museums. The suggested approach is well researched and applicable to all organisations. The author draws on a wide range of sources in order to underpin the text and to ensure it reflects current thinking in the sector.

Libraries, archives and museums are most likely to experience incidents centred around water release (accounting for 68% of incidents) and fire. Dadson pays particular attention to how these incidents may be managed but also draws attention to the fact that hazards from neighbouring buildings/sites must also be considered. Succinct case studies help to draw theory and practice together and capture “lessons learnt”, or at least identified, as a result of incidents in relevant organisations.

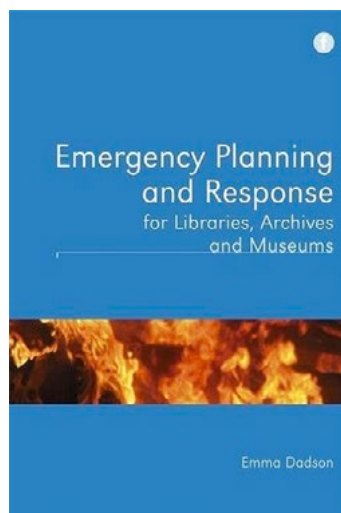
The text provides guidance on seven key areas of importance to all those charged with managing libraries, archives and museums. The first involves the identification of the key roles which should be allocated - these include Emergency Response Manager, Building Recovery Manager, Collections Salvage Manager and Service Continuity Manager. There is no doubt that this approach would help to ensure an enhanced response and recovery during and post crisis.

Substantial advice is provided on the remaining six areas: incident control; planning a recovery operation; collections salvage; dealing with the building; business continuity; and the need to ensure the efficacy of emergency and continuity plans. Even though the response and recovery phases of an incident may involve the employment of specialists, the guidance included in these chapters will give the emergency response manager the knowledge and confidence to brief and manage such specialists.

Perhaps the one thing which is missing is the need to encourage managers to move more of their activity to the pre-emergency phase. Such an emphasis may ensure an emergency is avoided altogether or, at least, may buy some valuable time as an incident unfolds. Dadson, quite correctly, emphasised that there will always be residual risk but it would be useful to include a chapter on how this residual risk may be minimised. Perhaps the second edition of this text could move from “emergency planning” to “emergency management” and extend the remit of the book to include hazard analysis, risk assessment, mitigation, planning and preparedness, response and recovery.

In summary, this is a valuable addition to the field of emergency management. It is a “must read” core text for those responsible of the valuable collections held in libraries, archives and museums. It should also be “required reading” on all museum, library and cultural management programmes in colleges and universities.

**Caroline McMullan, Associate Dean, DCU Business School and Programme Director MSc Emergency Management**



# Building and managing e-book collections: a how-to-do-it manual for librarians

Richard Kaplan (Ed.) London: Facet Publishing, 2012. ISBN 978-1-85604-837-8. 192pp, £49.95. Pbk.

A collection of essays by a wide range of contributors, this very practical book covers most areas that the practising librarian needs in a *vade mecum* in the world of E-Books. Its three sections cover the development and management of E-books and examples from practice in a variety of library settings.

The first section sets the context for e-books, giving their history, a publisher's and librarian's perspectives. Meg White's chapter on the publishers' perspective is really useful as a scene setter for the rest of the book.

The second section covers the selection and management of ebooks, including their selection, licencing, budgeting, cataloguing and accessing ebooks and evaluation of e-book collections and provides a really useful nut-and-bolts approach to all aspects of e-books in libraries. The chapter on cataloguing is especially detailed and useful.

The last section provides accounts of e-books in specific library settings, including a High School library, a public library and a number of very different university libraries.

One of the problems with the book is its view that "there is universal acceptance for all things electronic and all things mobile" (p. xi). While the acceptance and use of e-books has increased exponentially over the last few years, a substantial section of the population remains wary of ebooks, and with good reason.

While still presenting significant challenges for librarians and users, ebooks have revolutionised access to published information and have remarkable advantages for access, annotating text and for language learning (because of the built-in dictionaries).

The variety of formats is especially problematical for the less tech-savvy and there are fundamental problems inherent in the technology, especially for specific subject areas; problems with OCR are a serious limitation for historians and mathematicians and, ironically, some computer scientists who need

to use Greek characters in their mathematical models.

Therefore the absence of information on marketing ebooks except in a public library is a significant deficit in this book.

There is no advice for librarians in special or academic, or even school libraries, about promoting ebooks to users.

There is also a serious job to be done promoting ebooks to some library staff and while staff buy-in is mentioned, the presumption that ebooks have widespread acceptance limits the attention paid to the importance of marketing ebooks to staff and adequately training them to manage their collections and assist readers.

With that caveat, this is a genuinely useful manual and is strongly recommended for librarians who wish to introduce and manage ebooks to their libraries. The boxes in the page margins which summarise content and provide tips and check-lists are very useful. The book is generally written in a straightforward, no-nonsense style which is easy to read and absorb.

**Brid McGrath, Library & Information Consultant**





# Personalising library services in higher education

Edited by Andy Priestner and Elizabeth Tilley. Farnham: Ashgate, 2012. ISBN 978-1-4094-3180-0. 229 pp. £55 (hbk).

The editors, subject specialists at the University of Cambridge, clearly value the personal aspects of service delivery. While recognising economic constraints and academic centralisation currently influencing library policy, they make a strong case for a 'boutique' approach speaking directly to the needs of students, researchers and lecturers. They credit the 'boutique' concept to the hospitality and retail sectors, admitting to potential flaws in its applicability to large-scale libraries. However, the changing academic environment is also brought into play – students as consumers, the personalisation of communications media, and information and academic output overload. They see a gap for libraries to make connections in all the confusion.

This book combines well organised thematic chapters and diverse case studies. The following themes struck this reviewer most:

**Communication is key.** Libraries with subject and teaching staff already have significant 'boutique' elements. Above and beyond collaborating with distinct cohorts, they are encouraged to diversify communication away from static methods like email circulars, guides and generic training. Take time to talk to students and staff. Knock on doors. Develop relationships. Get them to evaluate your services. The chapter on teaching envisions library sessions as a jumping-off point for more personalised approaches. Adapt teaching plans to unexpected class needs, and afterwards keep open lines of communication.

**Library spaces are changing.** Learning and research commons are no longer news. Users are now selecting their library experiences based on their own needs (e.g. quiet study, collaboration, recreation). Some libraries are augmenting new physical facilities with matching services and staff, including student

help. The end-result can be a greater sense of user autonomy and closer engagement with facilities.

**Technology is an opportunity and a barrier.** The chapter on technology acknowledges it is hard for departments to develop boutique services where they have diminishing control over content acquisition and discovery systems.

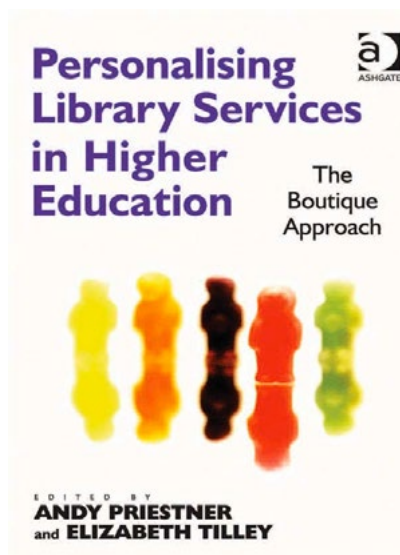
In order to counter this, libraries have to be prepared to develop their own solutions, and to exploit social media services and mobile technology. Cost is admitted to be a factor here, but one that should not be shied away from.

This book covers much more territory, including digital support of researchers, marketing and the evaluation of impact. But does it deliver on its underlying concept? It probably depends on the library. In a new-build, staff have better facilities and equipment to work with, and a boutique route can be entertained at relative leisure. Libraries fraying at the edges or enduring declining staff numbers may, however, find the vision harder to buy into. Many of the contributors to the book argue you can achieve a lot with a little, and, in practice, this is often the case. However, when it comes to technology and physical surroundings, change does require considerable

financial cost and staff input.

That said, this book provides plenty of examples library staff can adapt to improve their relationships with users. In the final analysis, perhaps the concept of the 'boutique' library is as much an attitude as a model to be rigorously implemented.

*David Meehan, Head of Library and Information Services, Library, Mater Dei Institute, Dublin*



# Using mobile technology to deliver library services: a handbook

Walsh, A. London: Facet Publishing, 2012. ISBN 978-185604-809-5. £49.95. 192pp. Pbk.

Together with case studies from around the world, the author's study (2009) on the attitudes and willingness of students (Huddersfield University) to allow mobile phone contact between the library service and themselves is at the centre of this work. The research methodology is described and the resulting ten prospective valuable services, with their ranking, are given. The most useful were

- **Reminders** by text for overdue / reserved books
- **Search** from a mobile device
- **Renewals** (of loans) by text

Far down the list were vodcasts, podcasts, Bluetooth, QR codes. Discussion elicited a desire for library websites to be mobile friendly. The author concludes that perceived usefulness of the service is usually the driving force behind its acceptance.

Users today expect to access their library services using remote devices, and doing nothing in today's library is no longer an option. Quick searches, narrow topics, short answers can best be accommodated on mobile devices. Information seeking on mobile devices can often be linked to social interaction- using recommendations and referrals such as are used in social media.

This behavioural change requires librarians to revise their thinking on information gathering. People are accustomed to throwing a question to all comers on the web and accepting that the answer they receive, if not correct initially, will be corrected by others as in Wikipedia. Users will expect to use different devices, platforms, apps, rather than work through long reading lists, databases, catalogues. While there is a comparison of mobile friendly websites and library apps, free apps are probably the first choice among users.

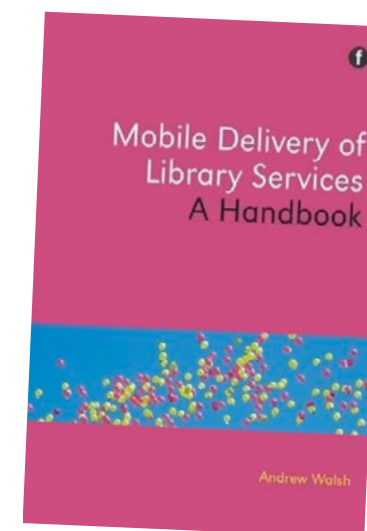
A major difficulty of designing an app, however, is in knowing which device most

of the users will have. The expertise may not be available within the library staff or even within the wider organisation, and the project may have to be outsourced. Redesigning the library site to be mobile friendly may be a reasonable compromise, and the author offers examples of successful makeovers of library sites.

The changing role of the librarian, envisages the library in the palm of one's hand. Mobile phones and tablets make the clinical librarian role truly effective; an academic librarian can demonstrate on the spot, something that might be very difficult to describe in writing. Familiarity with different devices, learning about Web 2.0 tools, using apps, are all important for the professional development of the librarian who can help users with technology questions. Text messages can be used, both to enliven teaching sessions and should also be used for surveys, and information services in addition to routine information on borrowing and bookings.

QR codes, RFID, Near Field communications and Augmented Reality (AR) are discussed. It is not recommended that every library create their own location apps, but that their library should be easily located by third party Web 2.0 tools. This may be of interest to larger libraries, but clearly would add colour and fun, and a social aspect to a virtual library visit. Scavenger (SCVNGR), an app to appeal to librarians and visitors, is becoming a popular replacement for the library tour led by a staff member.

A chapter on e-books for mobiles is less useful, as the examples given are from Australia and the United States. Librarians reading the book are well informed of their local licensing systems and arrangements for loaning e-readers and e-books.



Passionate about serving his users, the author suggests that mobile technology which should be provided, is that which the user needs and wants, not what other libraries provide, nor what the literature says a library must offer, nor what is advertised as the next big thing, by suppliers and vendors. Users' preferences should be gauged before the introduction of fancy technology. If the library user is persuaded of the usefulness of the service, and if there is also an acknowledgement that the user expects to enjoy the experience and to include some friends in the activity, the library, the mobile device, and the user can be a happy team.

Despite writing on such technical matters, the author explains every service, tool and innovation clearly. Each chapter is devoted to a specific topic, with an enticing introduction and a powerful conclusion. Reading lists at the end of each chapter are extensive and current. This practical book should find space on every librarian's bookshelf.

*Breda Bennett, Librarian, St. Michael's Hospital, Dun Laoighre.*



Library Association of Ireland/CILIP Ireland  
*Annual Joint Conference and Exhibition 2013*

## Focus, Funding and Futures: Libraries Adapting to Change

**Croke Park Conference Centre, Dublin. 10th and 11th April 2013**

**This annual event is the only all-island, all-sector library conference and exhibition. The Conference takes place over two days in purpose-built accommodation, with a packed conference programme (hot topics, expert speakers and interactive workshops) and 25 exhibitors (covering the whole range of library and information suppliers) plus a civic reception (City Hall) and conference dinner (Morrison Hotel, to be addressed by An Taoiseach, Enda Kenny). Both the Conference Centre and Hotel are located beside each other in central Dublin and offer free parking to delegates.**

**As an additional benefit, CILIP Ireland and LAI members will be able to attend free of charge the last sessions of the first day (C, D or E) – to gain further understanding of the current activities of both bodies and to help shape what they do in future.**

**The LAI/CILIP Ireland Conference Committee has planned the programme, exhibition and different conference fee packages to appeal to as many as possible. They look forward to welcoming you to all, or at least some part, of what promises to be a very worthwhile and interesting event.**

<http://www.crokepark.ie/Conference-Centre>

[www.doylecollection.com/CrokePark](http://www.doylecollection.com/CrokePark)

<http://www.morrisonhotel.ie/>

**The Programme is at <http://www.libraryassociation.ie/events/annual-joint-conference-and-exhibition-10th-11th-april-croke-park-conference-centre/programme>**

**And the online registration page is at <http://www.regonline.co.uk/Register/Checkin.aspx?EventID=1211964>**

**The 'Invitation Code' is laicilip2013**



## ALISON's eLearning Module: Microsoft Digital Literacy - Computer Basics

### eLearning Module at a Glance

Course available at	<a href="http://alison.com/courses/MSDL-M1">http://alison.com/courses/MSDL-M1</a>
Pre-requirements	online registration
Cost	free
Duration	3 - 4 hours
Target audience	beginners seeking to acquire digital literacy skills
Content	40 slides of text, images, video, and labs
Assessment	5 self-tests
Benefits	improves users confidence with computer applications and terminology

### Details

ALISON (Advance Learning Interactive Systems Online) provides free online learning resources for basic and essential workplace skills. The Microsoft Digital Literacy - Computer Basics eLearning module is the first module of the Microsoft Digital Literacy curriculum. The module is accessible through the link <http://alison.com/courses/MSDL-M1> following registration on ALISON's website.

### Pre-Requirements

Prior to completing any of the eLearning courses available on ALISON users must register on the website. The information required for this registration is minimal but a working email address is mandatory as it will be used to confirm the new account. Users are also asked for their first and last names, their city and country, and a password. Following confirmation of the account, users are asked to subscribe to receive emails about a number of ALISON courses but this service is optional. This registration process takes a couple of minutes to complete.

This eLearning course uses audio and video so headphones or external speakers will be necessary. Transcripts are available throughout and the course is only available online.

### Cost

The course is freely available online but the website and courses feature many advertisements as a means of generating revenue. These can be removed by paying a subscription fee.

### Duration

The complete module takes between 3 - 4 hours for an average learner to complete.

### Target Audience

The Microsoft Digital Literacy course is targeted at users seeking to acquire digital literacy skills. A prior understanding of computers is not necessary. Users should have basic reading and comprehension skills and access to a computer. The recommended age for this course is 16+ and the education level of the course is approximately FETAC level 5. Normally courses at this level enable learners to develop vocational skills and require a general understanding of the subject matter. This ALISON course therefore may not be suitable for users with little or no knowledge of computers.

The module will be of use to anyone seeking to gain an understanding of the various parts of computers such as hardware, operating systems, and networks. The user will also gain an understanding of memory, performance, programs, and the Windows Vista Operating System (OS). Effective



management of files and folders is also discussed.

## Course Content

The module is divided into five lessons.

- Lesson 1 identifies the parts of a computer including the primary input devices, mouses and keyboards.
- Lesson 2 explains computer operating systems using Windows Vista as a constant example. Although much of the information in the module is general, the reference to Windows Vista is constant. Networks and the Internet are also covered as part of Lesson 2.
- Lesson 3 deals with the use of memory in computers and its impact on performance. Various computer programs are described in this lesson.
- Lesson 4 returns to the Windows Vista OS before demonstrating how to effectively manage files and folders in Windows.
- Finally, Lesson 5 gives a broad outline of the widespread reach of computers and the potential career paths to which an education in computers can lead.

The course is general enough to be relevant to all users seeking an introduction to computers. The emphasis on Windows Vista may present an issue for users not currently using that OS but the lessons will still be generally useful to all Windows applications.

The module is designed to provide a comprehensive introduction to computers and it certainly covers a wide range of information without going into excessive depth. The user is constantly being presented with new information. This information can be read at one's own pace however and lessons and topics previously covered can be revisited. The module does not have to be completed in one sitting as ALISON will record details of the modules completed to date.

## Assessment

Following each lesson a self-test is given. Users can retry these tests as they see fit.

## Usability

The ALISON user interface is not as user friendly as it could be. Some options are clearly labelled such as the previous and next buttons which allow a user to move through the topics as they wish. There are also options to take the user directly to the menu or to the previous or next lesson as well as a glossary of explanatory terms.

However, an icon wheel of shortcut options in the bottom left of the interface provides no hover-over description of the various options while the icons themselves are confusing.

Some technical jargon is necessary given the nature of the module and overall the graphical presentation of the various pages and videos is pleasant.

## Benefits

The following benefits can be attained by completing this module:

- provides an introduction to basic technical computer terminology
- educates users on basic computer hardware, operating systems, and networks
- educates users on effective file and folder management
- improves users digital literacy
- improves users confidence with computer applications and terminology
- provides a cost effective alternative to ECDL courses.

## Disadvantages

Below are some of the weaknesses of the course:

- advertisement pop-ups are prevalent throughout the course
- some navigation features are less user friendly than they could be
- no convenient facility for seeking assistance during the course
- content is not as comprehensive as ECDL courses
- a general understanding of computers is expected.

*Damien Wyse, An Bord Pleanála*

# Robert (Bob) Pearce 1932-2013: An Appreciation



Robert (Bob) Pearce, former lecturer in the Department of Library and Information Studies in University College Dublin (UCD), died peacefully at home in Dublin on 22nd January 2013.

Born in London in 1932, Bob worked in public libraries in the UK and Canada and as a lecturer in the College of Librarianship Wales at Aberystwyth. He made a significant contribution to the development of library services in Indonesia, Fiji, Malaysia and Nigeria, mainly under the auspices of the British Council Library Service. He was a member of the Library Association (now CILIP) and the Library Association of Ireland.

Bob was appointed as a lecturer in UCD Library School in 1979 with responsibility for public libraries and audio-visual librarianship - the latter evolved into the presentation of information and electronic publishing. He participated actively in the introduction of computers to the curriculum and was the Apple Mac advocate for the Department. Bob was a natural educator who motivated students to share his enthusiasm for librarianship. He applied his expertise in pedagogy to his own teaching and also supported colleagues in enhancing their teaching methods. He was a strong believer in linking theory to practice and was a natural leader of student field trips and library visits.

Since retirement from full-time employment in UCD in 1997, Bob remained active in a number of academic and literary projects including teaching English to adult learners, and writing short

stories, commentaries and letters. He also enjoyed spending time with his extended family in Dublin and overseas, and travelling to warmer climates. Bob's warm smile and genuine interest in people ensured that he was a popular figure with colleagues and students in UCD. He had a great sense of humour and fully participated in Irish "slagging". He gave generously of his time to mentor worried colleagues and students. He had a great rapport with the late Professor John Dean and continued to visit him in spite of his own illness. Bob bravely delivered the eulogy at John's funeral service in June 2012.

Bob is survived by his wife Linda, four daughters, two sons, ten grandchildren and four great grandsons. He will be fondly remembered by them, by his wide circle of friends around the world, and by the many students whose lives he touched.

May he rest in peace.

***Mary Burke, Professor Emerita, University College, Dublin***



# NEWS from the Stacks

## New NUI Maynooth University Library

At more than 10,000 square metres the new library is 250% larger than the existing library building, which was opened by the then President of Ireland Patrick Hillery in 1984. The focus then was on providing space for print collections and traditional, uniform, study. The building of 2012 is learner focused. Catering for up to 8 different learning styles ranging from the social and collaborative to the silent and individual, every library user can find a space to meet their needs.

The building has 5 km of new shelving for the physical collection, while the virtual will be easily accessible via dozens of new computers, enhanced wifi, and touch screens. For







rare items there's a new special collections area, with secure storage for more than 15,000 items. This offers the highest levels of environmental control for these rare and unique items, while creating an atmosphere that is conducive to the needs of researchers.

While the Library is a key resource for our university community, recent years have seen a greater involvement with the local community and this should be further strengthened with a new exhibitions area and the Library plaza serving as a venue for cultural events and performances, both from within the University and the wider community. The new purpose-built café is open to members of the public as well as the university community.

You can follow new library and other developments on Twitter and Facebook from our website at <http://library.nuim.ie/>

### Key Statistics

- Seating capacity increased by over **216%** to almost 1,500

- Capacity for books increased by more than **130%** to more than **500,000 items**
- More than 200 PCs, an increase of over **280%**
- All desks are fully wired and entire building wireless network enabled
- **6** Fully equipped state-of-the-art Group Study Rooms and much more group study space
- State-of-the-art training & seminar rooms
- Postgraduate and academic staff area
- Exhibitions area
- Catering for **8** different learning styles

### People

- **John FitzGerald** is UCC Librarian and Head of Information Services while **Colette McKenna** is Director of Library Services at University College Cork.
- **Jessie Kurtz** is Acting Librarian at Trinity College Dublin
- **Sue Miller** is at Church of Ireland College of Education (CICE), Rathmines.
- **Janet Peden** will take up the position of University Librarian, University of Ulster from 1st April.
- We wish a long and happy retirement to **Robin Adams** (TCD), **Valerie Coghlan** (CICE) and **Ed King** (NEWSPLAN and British Library) all of whom retired at the end of December 2012.
- In Association news, **Adrienne Adair** (Libraries NI) is CILIP Ireland Chair and **Jane Cantwell** (Waterford City Librarian) is President, Library Association of Ireland.

### EBLIDA

EBLIDA Executive Committee met in Dublin on 7th and 8th March. The meeting was facilitated by colleagues in the Library Development Unit, LGMA. Members of the LAI Executive Council and European & International Panel met with our European colleagues over dinner. Report of the visit available in latest EBLIDA Newsletter here: [http://www.eblida.org/Newsletter%20folder%20\(uploaded%20files\)/Newsletters-2013/2013\\_03\\_March.pdf](http://www.eblida.org/Newsletter%20folder%20(uploaded%20files)/Newsletters-2013/2013_03_March.pdf)

## Awards

Congratulations to:

- **Valerie Coghlan**, awarded an Honorary Doctorate in Children's Literature by Trinity College Dublin.
- **Marie G. Cullen**, Assistant Librarian, NUIM, awarded ALAI at the recent LAI AGM.
- **Michelle Dalton**, Assistant Librarian, University of Limerick, who has been named as a Mover and Shaker in *Library Journal* (<http://lj.libraryjournal.com/2013/03/people/movers-shakers-2013/michelle-dalton-movers-shakers-2013-community-builders/>)
- **Ed King**, Newspaper Librarian, British Library, who won the Walford award (<http://www.ifla.org/news/ed-king-is-the-winner-of-the-uk-walford-award-2012>)

## NUI Maynooth Receives Major Archive

Imagine writing a play for a radio broadcast knowing you will never hear it. Or watching actors bring your words to life on stage without ever hearing their voices. For eminent Irish playwright Teresa Deevy this was very much a reality.

Her story is one of courage, determination and strength – a story which was captured in the NUI Maynooth library exhibition 'The Playwright Restored' which ran during March 2013.

Teresa Deevy shares the same literary grandeur as world-renowned figures such as Sean O'Casey and J.M. Synge yet she remains in relative obscurity.

She was one of the most prolific writers for the Abbey Theatre in the 1930's with plays such as *The King of Spain's Daughter* and *Katie Roche* receiving critical acclaim. However, Deevy fell out of favour with the Abbey in the 1940's and increasingly turned to radio as a platform for her works.

Deevy's literary executor donated her literary papers (including a number of unpublished plays) to NUI Maynooth. The Teresa Deevy exhibition will be on display in the Central Library in Waterford from 16th-28th September.

For more information on the Teresa Deevy papers contact Susan Leydon, [susan.leydon@Nuim.ie](mailto:susan.leydon@Nuim.ie)

## Exhibition and Tour of the Morpeth Roll

The Morpeth Roll Exhibition Tour began at NUI Maynooth Library on March 13th and details of locations and dates of the 14-month tour of Ireland can be found at [www.nuim.ie/morpethroll](http://www.nuim.ie/morpethroll).

The Morpeth Roll is a unique testimonial document signed by over 160,000 people across Ireland, as a parting gift for George Howard, the Lord Viscount Morpeth, when he left his post as Chief Secretary for Ireland in 1841. The Roll, which was 420 metres in length on 652 pieces of paper, is now fully digitised after 18 months of work and has been made available online by Ancestry.com, the world's largest online family history resource to facilitate online searches for ancestors or family names. As well as being one of history's longest records, the information contained within the Roll is of huge significance because it predates the Great Famine of 1845 and because most of the Irish census records were destroyed in the Civil War. As such, this is one of the few primary resources available detailing people living in Ireland during the 1840s



Jacqui Deevy, grand-niece of Teresa Deevy at the opening of the Teresa Deevy Exhibition





Morpeth Roll exhibition in John Paul II Library

and is invaluable for anyone researching their Irish ancestry. Some well-known figures who signed the Roll included Daniel O'Connell, Charles Bianconi, Thomas Davis and Charles Gavan Duffy. A film on the Morpeth Roll can be viewed at <http://history.nuim.ie/morpethroll>.

### One Book Promotions

Details of Dublin City Libraries 2013 promotion are available at: [http://www.dublincity.ie/RecreationandCulture/libraries/Events/Pages/one\\_city\\_one\\_book\\_2013.aspx](http://www.dublincity.ie/RecreationandCulture/libraries/Events/Pages/one_city_one_book_2013.aspx)

Author Rachel Joyce launched the Health in Mind One Book campaign at Belfast Central Library on World Book Day 7th March. Northern Ireland's public libraries have signed up to this Libraries campaign which aims to get

5,000 people reading the same book 'The Unlikely Pilgrimage of Harold Fry' by Rachel Joyce. For further details, call into any public library or visit the Health in Mind website [www.yourhealthinmind.org.uk](http://www.yourhealthinmind.org.uk)

### CPD

- Details of LAI CPD events are available at: <http://libraryassociation.ie/career/cpd-and-training>
- Details of CILIP Ireland events are available at: <http://www.cilip.org.uk/get-involved/regional-branches/ireland/Pages/default.aspx>
- Details of UCD SILS events are available at: <http://www.ucd.ie/sils/programmes/graduate/occasionalstudents/>

### City of Culture 2013

Derry is the City of Culture. Check the programme here: <http://www.cityofculture2013.com/2013-programme/> Libraries NI have a special programme in the local libraries: <http://www.ni-libraries.net/#panel-3>

### Library Developments

Dublin Institute of Technology is relocating to the Grangegorman site. DIT will have 1,000 students at Grangegorman from September 2014 and 10,000 students on site just 3 years later. The existing library at Mountjoy Square will relocate to the new campus in the short term but a large new library will be developed there for 2017.