Inside:

RCScI Library
Fellowship of the LAI
Blood, Sweat and Books

Book Reviews,
Conference Reports …

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VOLUME 21: ISSUE 2

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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 The Editorial Board invites original, unpublished articles for publication.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

Copy Deadlines

31st December 2012 for March 2013 issue
31 July 2013 for October 2013 issue

Editorial

At a recent award ceremony in Trinity College Dublin, Jimmy Deenihan, TD, Minister for Arts, Heritage and the Gaeltacht stated that "Our cultural heritage is a key factor to attracting tourists and generating economic growth." Commenting on the award, TCD Librarian Robin Adams noted that the Old Library and Book of Kells exhibition demonstrate that as an institution of learning, TCD ... "treasures its history, shares its knowledge and advances scholarship" (details in News from the Stacks, p35). This award comes in the year when the Old Library marks its tercentenary. Some reflexions on the tercentenary will be included in the March 2013 issue.

We are all aware of the Gathering next year. Many people will visit Ireland. Hopefully, many will visit our cultural institutions and local arts venues including libraries. As a country, successive administrations have been keen to tap into the Diaspora for funding and ideas. Libraries and archives throughout the island have many examples of members of the Diaspora seeking their roots. Given that cultural heritage is accepted as important in attracting tourists, there would appear to be little or no funding for improving access to our genealogical resources.

Access to collections is central to what we as librarians and information professionals do. Two articles in this issue illustrate the importance of good cataloguing as a means of accessing collections for the researcher and the general public. Describing the RCScI collection, Evelyn Flanagan and Antoinette Doran note the importance of this historic collection. They discuss the cataloguing assessment survey conducted and how more high level cataloguing needs to be carried out in order to facilitate its use by researchers. However, it is noted that significant funding is required to facilitate access to this collection.

Recently qualified LIS graduates, Aaron Binchy et al., describe their work in cataloguing the collection of the Irish Writers' Centre. The importance of marketing our collections is stressed in these articles. One of the book reviews also deals with cataloguing and the changes that are taking place. This review also notes the centrality of the user in cataloguing. The importance of the user is also noted in the review of *Library technology and User services* (p.32). The reviewer stresses the need to evaluate users' needs when deciding on adopting technologies.

Conference reports are varied and show that not only do Irish delegates attend; they have been presenting and are involved in the organisation. Topics covered are relevant to all and include copyright, education and information, mobile content, mobile or roving librarians, information literacy, the future of libraries and the future of the profession.

There are more book reviews than usual and they cover a wide range of topics. A review article on an electronic learning resource should have wide appeal. In days of substantially reduced training budgets, it is good to come across something which is free and useful.

Jane Burns and Helen Fallon describe their applications for Fellowship of the Library Association of Ireland (FLAI). It is reflective of professional engagement and involvement and will, hopefully, encourage others to apply for the professional awards of the Library Association of Ireland. Readers who are members of CILIP Ireland should consider the CILIP professional awards. Many people have a CV and the bones of a Portfolio. This article should encourage them to consider applying.

The importance of professional development and involvement in the professional association cannot be emphasised enough. Professional involvement is an investment in career development and CPD. Career development is also covered in a book review on Web 2.0.

Library Ireland Week (LIW) takes place from 12th to 18th November. Events can be added through the dedicated LIW website which will be available shortly. Now in its seventh year, LIW is a chance to promote all libraries and the work which LIS professionals do.

Covering topics from FLAI to IFLA, there should be something of interest to all in this issue of *An Leabharlann*.

Marjory Sliney, editor@libraryassociation.ie

The Fellowship of the Library Association of Ireland (FLAI): Reflections and Guidelines

Jane Burns and Helen Fallon

Abstract

This article reflects the experience of two librarians recently awarded Fellowship of the LAI. It gives practical steps and advice on how to achieve this professional goal.

Keywords: *Professional awards, librarianship, Ireland*

Introduction

In an increasingly challenging work environment, it is really important to utilise support structures which exist to help librarians in their professional development and work practice. Becoming a member of the LAI offers a valuable opportunity to be part of a community of practice. Members have access to professional colleagues from every type of library in existence in Ireland. In addition to providing an opportunity to develop within the profession, members help develop the profession through their participation in the professional body.

The LAI has a progressive structure of membership. Personal members can apply for Associateship after one year as a member.[1] After five years at Associate Level, members can progress to Fellowship, the highest level of professional qualification awarded by the LAI. This represents professional recognition for outstanding professional contribution. On occasion, personal members who are not Associates may apply for Fellowship on demonstration of a level of professional development commensurate with that required for the award of Fellowship.

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1. Details of Associateship are available at www.libraryassociation.ie under Education

This article is a reflective guide to the experiences of the two authors on applying for and achieving Fellowship membership. We hope this information will encourage others to reflect on becoming involved in the LAI and inform readers of the steps that are involved in progressing to Fellowship.

How to achieve FLAI?

There are two different routes or pathways to fellowship. Pathway A involves the submission of a thesis, while Pathway B requires demonstration of a high standard of professional development, through submission of curriculum vitae, a professional portfolio, a personal statement and any other documentation the applicant deems relevant. Both authors pursued Pathway B.

What are the benefits of FLAI?

1. The application process offers an opportunity to take stock of career to date – in this case Pathway B - through the preparation of a professional portfolio. The exercise of compiling the portfolio is an interesting and challenging developmental experience. Reviewing and reflecting on what you have achieved, might yield some surprises. Often we are too busy to actually reflect on the value of our activities to us as individuals, to our parent organisation and to the wider library environment. Reflection and reflective practice is increasingly valued as a form of professional and personal development and actively used in programmes such as the Future Leaders programme.[2]

2. Preparing a professional portfolio for the FLAI does not involve significant financial investment, such as that generally incurred in undertaking a postgraduate course. In some cases the employer will pay or reimburse the application fee, which is currently € 150 on successful attainment of the FLAI.

3. The FLAI enhances curriculum vitae. If applying for a new job or for internal promotion, holding the FLAI demonstrates a commitment to the library profession and to professional development and demonstrates the range and breadth of experience of the applicant.

4. The FLAI is a professional qualification, which recognises that the recipient has achieved a high standard of professional practice and has made a significant contribution to the library profession

Who can apply?

An applicant must be a personal member of the LAI. Generally s/he should hold Associateship of the LAI for a minimum of five years. Further details and application form are available from the LAI website.[3]

What does the application entail?

Pathway B (portfolio route) involves the completion of an application form, submission of curriculum vitae, a 500 word personal statement and a professional portfolio. Each of these is discussed in turn.

Application Form

The application form is available from the LAI website. It requires information on professional education and qualifications, personal details (contact address etc.) and the names of two referees. It also asks for the date when Associateship was conferred (this can be obtained from the LAI). The application form requests (for Pathway B) a portfolio to include curriculum vitae, a personal statement of no more than 500 words and any other relevant documentation.

Curriculum Vitae

Curriculum vitae should be reviewed and updated on a regular basis. It should include any achievements (enhanced work responsibilities, details of papers presented/published and details

' … members help develop the profession through their participation in the professional body.'

of CPD activity). You can relate your CPD to your work practice. For example, if you attended a seminar entitled "Marketing Library Services" and subsequently implemented a new service or process/procedure, you can add this specific achievement to your CV e.g *Developed revised Library Guide to make users aware of new SMS text services.*

It is important to match your CV to the guidelines. The guidelines stipulate that applicants should provide evidence of appreciable achievement in professional practice, continuity of involvement in professional development and have added significant value to all or aspects of the profession. Applicants should have developed a range of competencies significantly beyond that required for admission to Association Membership. They should also have "*added to the body of professional knowledge by way of strategic innovation in professional practices, contribution to the profession generally or specifically, and/or by research or publication*" and demonstrate "*evaluative and analytical skills applied at a high level of professional activity.*"

The CV should demonstrate how your career has evolved and developed. Do not restrict your thinking to promotions or new responsibilities within or outside your organisation. For many of us the structures of our organisations and the current economic climate mean promotion opportunities are limited. However,

2. http://www.lfhe.ac.uk
3. www.libraryassociation.ie – section on Education Committee

opportunities for professional development and career enhancement do exist. If you joined an LAI group and took on a role on an LAI committee, this demonstrates significant contribution to the profession. Give details of any consultancies carried out and state if you have been part of interview panels. Supervision, mentoring and leadership activities relating to the profession should be included. In the supporting statement, you can outline how these activities contributed to your career development.

When listing articles or other publications or research undertaken, if this is available electronically, create a link to the URL within the CV.

Portfolio Development

The development of a portfolio takes time but is a very positive element of the process. It affords the opportunity to formally organise your activities and reflect on how your CPD, research and involvement in the profession have brought you to the level you are at today. The development of the portfolio dovetails nicely with the updating of the CV. Here are some practical steps to consider.

In order to keep track of your development a spread sheet can be helpful. *See the example from one of the two authors' worksheets below.*

Below are some suggestions as to what might be included in the portfolio. Both authors presented their portfolio in a multi-pocket folder and included links, in the CV to electronic versions e.g. of articles, where possible.

- Copy of CV
- Copies of degrees/diplomas & other relevant qualifications
- Copies of certificates of attendance at courses
- Course outlines for courses presented
- Copies of articles published in the field (if extensive these are better submitted as a list with links to the electronic version if available electronically e.g. through an institutional repository)
- Copies of reviews
- Title page of significant reports
- Outlines of courses presented
- Material relating to LAI committee work
- Writing the Personal Statement

Writing a personal statement can be daunting. It is challenging to write about your own career in an objective way, while keeping to the word count (500). Think of it as a reflective process. Use the personal statement to demonstrate how your CPD and subsequent professional activities contributed to your professional development and the development of the profession. In your CV you will have highlighted various activities including committee work. You should not just replicate the CV in the

Date attended	Topic	Venue	Reason for Attending	People Met	Comments
16/3/2009	ANTLC Writing for Publication	NUI Maynooth	Interested in getting articles published	H. Fallon, M. Sliney, J. Cullen	Good presentation. Talk to M. Sliney about publishing and getting involved in *An Leabharlann*

By keeping track of things in this way I could see that in 2009 I wanted to start writing articles so I attended the writing session organised by ANTLC to see what was involved. One of the speakers was Marjory Sliney, Editor of *An Leabharlann.* Listening to her speak about the journal I thought it would be something that I could contribute to and also learn a great deal from. I eventually became the Business Manager, a voluntary post I still hold today. (Jane)

The development of the portfolio takes time and having documentation in order facilitates seeing career progression. Some practical tips for organising your portfolio include keeping a spread sheet as outlined above. It is also useful to have a multi -pocket folder to hold your certificates. If you put a note in with the certificate with some details about the event this can be useful. If you attend a seminar with a number of different presentations, you could insert the program and some relevant notes.

personal statement, rather explore how this particular activity helped in you and the committee e.g. In my role as secretary of the Academic & Special Libraries Committee, I co-ordinated a review of documentation. Much of this was subsequently made available via a website.

Similarly, if you present and/or publish state that this adds to the body of professional knowledge e.g.

I have added significantly to the body of professional knowledge by publishing a number of articles and book reviews. I have also presented research and evidence-based papers and posters at conferences.

In the above example you do not need to give names or dates of conferences, as this is already in the CV.

If you have had experience of mentoring in any capacity, or experience of voluntary work, this should also be included, as would any form of consultancy.

Timeline

It's important to be realistic about the time it will take to prepare the portfolio, update your CV, retrieve copies of various certificates etc. We recommend allowing three months to complete this. It can, of course, be done in a much quicker time period, if you are willing to devote more extensive periods of time to the process. Dates for submission each year are **15 March**, **15 July** and **15 October**.

How is the FLAI application evaluated?

The following criteria are used in the evaluation of FLAI applications:

Demonstration of:
*   Appreciable achievement in professional practice
*   Continuity of involvement in professional development
*   Advanced evaluative and analytical skills
*   Advanced range of competencies
*   Evidence of contribution to the profession through publications/research, association involvement, practice innovation

Each application is reviewed by at least two members of a select panel. The panel is composed of librarians who have experience and expertise at a senior level and who hold FLAI, FCLIP or equivalent professional qualifications. The application is evaluated on the evidence provided by the candidate – the CV, portfolio and other relevant documentation. Fellowship is normally conferred at the AGM of the LAI.

Reflections on the FLAI Process

Jane: There are many benefits to working with a colleague in the FLAI application process. The most significant one is the mutual support and encouragement you can give each other. Setting deadlines to meet to review drafts and portfolios really helps to keep you on target. Another significant factor is that we are not always good at seeing how we influence others in the development of their professional goals. Having an objective perspective can help this.

When you are finally presented with your FLAI certificate it is a very proud moment and it is fantastic to know you have helped each other get to this point in your careers.

Helen: The process of applying for the FLAI was a very interesting one for me. The most enriching part was completing the

portfolio. I had thought I was well organised and do keep a reasonably up-to-date CV. However I was surprised how many dates and titles I had to check and how many pieces of documentation were not readily to hand.

It was great working with a colleague and I would really recommend that. I'm now on the LAI CPD committee and keen to help others get their Fellowship. I've been a member of the LAI for a very long time. Sometimes I'm not very active and at other times I get involved in committee work and so forth. I find it a very useful way to interact with people from different types of libraries and to share expertise and experiences.

Conclusion

We hope this article gives readers some insight into what is involved in applying for the FLAI. Please do not hesitate to contact either/both of us if you have further questions. It should be noted that the LAI CPD Committee is establishing a team of mentors to guide librarians applying for both the ALAI and the FLAI. Details of a new mentoring scheme will shortly be available on the LAI website.

Jane Burns, MBA, MLIS, FLAI is Head of Library Services, Children's University Hospital, Temple St. and Helen Fallon, MA, FLAI is Deputy Library, NUI Maynooth.

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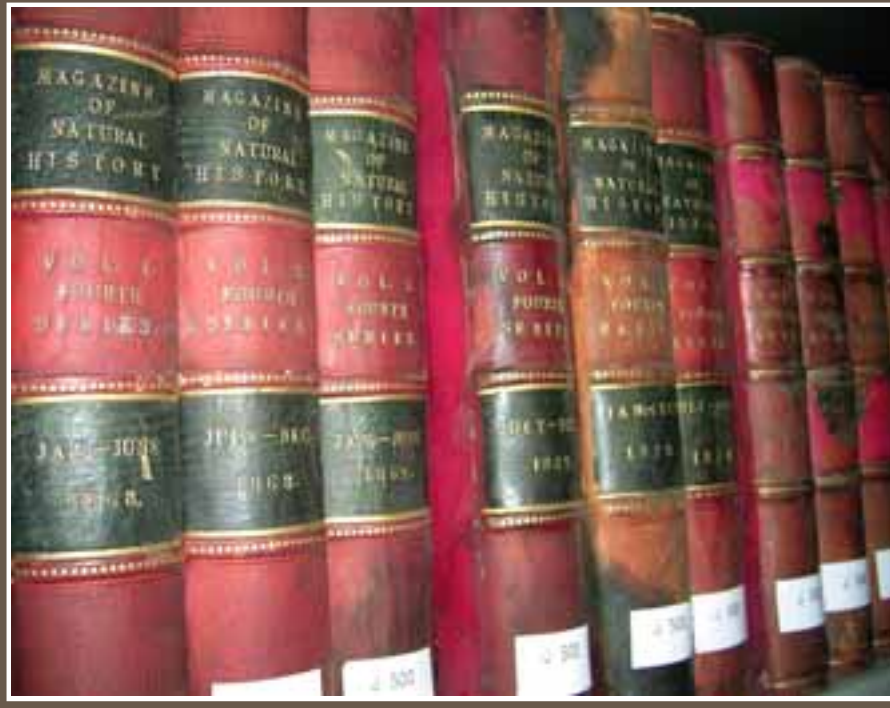
From UCD Library Special Collections

Re-discovering the Royal College of Science for Ireland Library

Evelyn Flanagan and Antoinette Doran

Abstract

The history and context for the development of an important Irish collection are described. The article considers the results of both a cataloguing and conservation assessment survey. Recommendations for the digitisation and exploitation of the wealth of material and collaboration with other disciplines are suggested.

Keywords: *Special collections, Ireland; Scientific literature, Ireland*

About the Royal College of Science for Ireland

The Royal College of Science for Ireland (RCScI), which was established in 1864, made a significant contribution to Irish education in several important ways. Firstly, it was truly open to all, irrespective of creed or gender. This was due in great measure to the determination of Robert Kane, the RCScI's first Dean. Secondly, its practical approach to scientific education, and Robert Kane's belief that the application of such an education would result in prosperity for the country as a whole, was innovative for the time.

One of the institution's most important advances was teaching practical science in well-equipped laboratories. This practical teaching of science was in part what drew students who were studying in other institutions to the RCScI. For example, many medical students in the Catholic University Medical School undertook laboratory courses in the RCScI, as did students from various disciplines within TCD.

The Royal College of Science also incorporated the Museum of Irish Industry (MII) and was located at 21 St. Stephen's Green.[1] Owing to its success, in 1904 the foundation stone for the new College of Science building was laid on Merrion Street.[2] The building was officially opened by George V in 1911. Following the emergence of the Irish Free State, the College came under the remit of the Department of Education. Finally, in 1926, the RCScI was incorporated into the Faculty of Science of University College Dublin.

The RCScI Library

The RCScI Library, which included that of the Museum of Irish Industry, is one of the most comprehensive Victorian science libraries in the UK and Ireland. UCD has had the privilege of inheriting this collection, including many rare scientific monographs of the 19th century and earlier, and complete runs of periodicals which are not to be found in any other Irish library. Examination of the RCScI material demonstrates the breath of subjects taught, and reveals many beautifully illustrated works of science.

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1. Now an OPW building.
2. Now Government Buildings.

This collection has been vastly under-exploited academically and could form the basis of scholarship and research as well as teaching in the area of history of science and medicine.

Amounting to over 14,000 items, many of the old and rare items from the collection came from the Museum of Irish Industry library. One can observe from looking at the types of material purchased by the RCScI that no expense was spared. Many of the texts contain plates which would have impacted on the cost. Furthermore, much of the material is bound in a similar style, with calfskin and marbled paper, indicating that this was done at the behest of the College.

UCD and the RCScI Library

Following the college's incorporation into UCD in 1926, the Faculty of Science was located in the Merrion Street buildings, where it remained until the faculty and the library moved to Belfield in the 1960s.

When UCD Library Special Collections was established in 1976, material was selected from library collections for inclusion according to certain criteria, primarily age. As part of this survey, RCScI items that were published up to and including 1850 were placed in the environmentally controlled Special Collections store. This material was catalogued to a high level of detail and thereafter always handled according to recommended standards for rare material. However, this amounted to only 1,600 RCScI monographs being placed in Special Collections. The remaining 12,000 items remained on open access or in various storage areas throughout UCD.

The majority of these RCScI books (approximately 11,500 items) are now held in the library's main store. Until 2010, these items were shelved according to Dewey classification and were interspersed with other science collections which were much newer but regarded as out of date for current teaching. The RCScI journal collections, some of which are uniquely complete runs, are interspersed with modern journals. Most, but not all, of the material held in the main library store is catalogued, albeit to a low level of description.

There were also approximately 1,000 RCScI items located in an offsite store. These were in a state of disrepair and uncatalogued. Finally, the remainder of the collection was interspersed with the general collection on open access shelves.

Because of the history of the RCScI library, and the fact that it was not treated as a discrete collection, it was arbitrarily split between locations. The challenge for UCD Library was to identify and unify the original collection, both virtually and physically. In order to achieve this goal, a number of key tasks were identified. The first was an audit of the collection to ascertain the number of RCScI books currently held by UCD Library.

Secondly, the cataloguing needs of the collection in terms of the quality and quantity of records currently available were required. Thirdly, a conservation assessment of the collection was needed to identify its overall condition and pinpoint items for priority attention.

Grant aided projects

A project was initiated in July 2009 to survey the College of Science material in UCD Library's offsite store. This was funded by the Irish Virtual Research Library and Archive (IVRLA) under the Programme for Research in Third Level Institutions.[3] The primary objective of this project was to examine and research the extant RCScI collection held in that store. Most of the material dated from the mid-nineteenth century onwards. Index lists of material were created and made available online. Some items were selected for transfer to Special Collections. This project was carried out between July and December 2009 by a post-doctoral student, Shane McCorristine. A public exhibition on the project was hosted in December 2009 and representative material from a cross section of subjects was digitised for the IVRLA research page, including the *Catalogue of the Library of the Royal College of Science for Ireland* (1852-1872).

In 2009, UCD Library was awarded a grant of € 16,000 from the Wellcome Trust under their Medical History and Humanities, Museums and Archive strand. This funding was allocated to audit the cataloguing and conservation needs of the collection as a whole. The funding application was supported by Dr. Catherine Cox, UCD Director, Centre for the History of Medicine in Ireland.

The majority of this money was used to pay a project librarian, Antoinette Doran, who identified all the books and journals in the library which had been inherited from the RCScI. Antoinette also noted the cataloguing needs of the collection, drawing up a very comprehensive final report.

A conservator, Paul Hoary, was employed on a consultancy basis to ascertain the conservation needs of the whole collection, also producing a report. At the end of the project, Michael Liffey, digital media producer, was employed to produce two short videos in which the history and the highlights of the College of Science library were explained and exhibited.

Cataloguing assessment survey

The survey was undertaken by the project librarian, in consultation with Evelyn Flanagan, Special Collections Librarian during a four month period from 6th April -5th August 2010.

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3.   From July 2012, the IVRLA digital repository has been subsumed into the UCD Digital Library which is available at http://digital.ucd.ie/ .

Assistance was also given by Special Collections Library Assistant, Eugene Roche, and UCD Library staff in the various locations reviewed during this assessment. The evaluation consisted of six component parts based on location namely:

1. an exploration of the various locations in which the collection was dispersed;
2. the size of RCScI holdings in each location;
3. the subject divisions within the collection;
4. the cataloguing requirements;
5. the challenges to consolidation;
6. the research value and rarity of the collection.

In each location items with RCScI and Museum of Irish Industry stamps were identified and where appropriate, material was transferred to Special Collections or to another store.

The main library store was the primary focus of the survey as it contained the majority of the RCScI collection. Although cataloguing records exist for the majority of this material, they are not of an appropriate standard and require significant work for the potential of the RCScI library to be realized.

Specifically, there are no provenance notes in any catalogue records which would enable RCScI material to be identified. This means that the collection cannot be searched or located using the catalogue, and the significance of the item within the context of the RCScI and/or the MII is lost to the reader. The lack of adequate subject indexing means that the usefulness and accessibility of the collection for researchers is diminished.

Approximately one hundred items in the main library store require full cataloguing records to be created. These items are dispersed throughout the collection. These include a selection of geology maps encased in purpose-made boxes, some of which contain the RCScI embossed lettering on their side.

Special Collections holds just 1600 monographs from the RCScI which are held in an environmentally controlled store and are handled and processed to a high standard. The subject strengths of this area are botany, geology, zoology and the industrial arts. However, the majority of the bibliographic records of the RCScI material in Special Collections also needs upgrading in terms of provenance. The 120 RCScI items transferred from the offsite store to Special Collections require the creation of full catalogue records.

The assessment survey concluded that the RCScI collection is a valuable and underutilized resource which contains a substantial body of Victorian and Edwardian scientific literature with very few comparative collections in Ireland or the UK at present.

The dispersal of the collection among several locations means that intellectual control over its content is diminished. This is particularly the case with uncatalogued items, but is true for all holdings. The first step towards rectifying this has been to consolidate the monographs in the main library store. However, major cataloguing is required to gain full control of the holdings. Journal runs are split between several locations and require consolidation and catalogue updating (or in some instances the creation of entirely new records).

The RCScI library represents an excellent opportunity to showcase the legacy of UCD's antecedent institutions, and its relationship to the cultural and educational development of science in Ireland. However, the collection requires a great deal of work in order to fully realize its potential. The current condition of the RCScI holdings does not facilitate its use by researchers. Significant funding is needed to undertake a number of projects vital to reconstructing the collection and facilitating its access.

Of these cataloguing of the monograph collection is the most substantial and vital project required to properly consolidate and reconstruct the RCScI library. The first cataloguing task is to change the locations of main library store and main library Level 4 material (open access items removed during assessment) to reflect their consolidation in a new shelving sequence. Secondly a large and complex cataloguing project is required to check accuracy, ensure adequate subject indexing, and add provenance notes to every RCScI item (some 12,500 records). In addition to these tasks, there are approximately one thousand non-catalogued items which require completely new records.

An important outcome of this assessment was that all of the RCScI books identified in the store were consolidated in one location and are no longer interfiled with general stock. They are also now designated 'not for loan' and must be read in the Special Collections Reading Room.

However, the major consolidation issue facing the collection is the journal holdings, which are currently dispersed in several open access and store locations. The journals are held in an offsite store, in the main library store as well as on the open shelves.

Conservation assessment survey

To quote from the conservation report 'The conditions under which the materials were stored varied greatly from the protective, secure location which had temperature and humidity control and limited daylight lux problems in Special Collections to the out of sight out of mind storage area with none of these facilities. For the library materials themselves this has meant patchy attention and care since they were dispersed.'

Damage included detached spines and detached boards, foxing from both the innate materials of the book itself and the storage conditions under which they were kept. Because the majority of these books were treated like any other books, irrespective of publication date, there was a liberal use of pressure sensitive tape to repair detached spines, boards and loose leaves. There was also a liberal use of adhesive labels on leather bindings.

The first task recommended was the purchase of new, appropriately sized shelving to cater for the outsized materials which were stored in a way which compromises their physical integrity. Secondly, cleaning of the collection was recommended. It was also suggested that a boxing project be undertaken to secure those materials that were damaged. Further digitisation and reformatting was recommended as a way of sparing the use of rare and fragile material. In the long term it was recommended that UCD Library employ a book conservator with a strong interest in preservation issues and that a conser-

vation lab be established. Since the completion of the initial project, the outsize material has been moved to appropriate shelves. The other recommendations, such as the cleaning and boxing of material and the employment of a conservator are dependent on further funding which has not yet been made available. The material which was digitised for this project has been made available on the UCD Digital Library and it is envisaged that further material be digitised in the future.

Video promotion through YouTube

In addition to the cataloguing and conservation surveys, two videos were produced with funding from the Wellcome Trust. These videos included highlights from the Royal College of Science Collection with commentary from Evelyn Flanagan, Antoinette Doran and Clara Cullen, an expert in the area of the Museum of Irish Industry and the Royal College of Science. The goal of these videos was to profile this important historical collection to a wider audience outside UCD. The fact that the RCScI material is aesthetically beautiful makes the promotion of the collection via a visual medium very apt. The videos are available to view on YouTube.
(http://www.youtube.com/watch?v=FEx-TiQxzco)

Conclusions and recommendations

Today UCD is a leading European research intensive university with particular strengths in scientific and technological innovation. This development has its origins in the institutions which preceded it and formed the basis of its faculties and teaching staff. This important element of the university's heritage merits investigation and analysis, both in terms of its institutional and its national impact on Ireland's scientific development.

In recent years there has been an increased research interest in the field of scientific and medical history. The Victorian period, in particular, has been identified as a golden age in scientific education. The wealth of resources held in the RCScI library offers researchers the opportunity to investigate the holdings of a comprehensive Victorian science library totaling over 14,000 volumes.

The experiences and findings of those involved in the assessments provide us with the following recommendations for the future. Firstly, UCD Library should build on the digitisation programme already initiated by the Irish Virtual Research Library and Archive (now the UCD Digital Library). Secondly, we should design and curate exhibitions which show the wealth and diversity of material held in the RCScI library. Thirdly, we must seek to strengthen relationships with UCD academics and researchers whose field of research is relevant to the RCScI holdings. This is particularly true of the UCD Centre for the History of Medicine. Fourthly, we should focus on the potential for

interdisciplinary collaboration which the collection presents. The creation of a module or post-graduate research opportunity on the history of science in Ireland would allow for interdisciplinary connections between humanities and science students, thus enabling collaboration and engagement between these two disciplines.

Finally, we should seek out opportunities for external collaboration among other universities and institutions which hold complimentary collections pertaining to the history of science and medicine and examine projects with institutions such as the Royal College of Physicians, Royal College of Surgeons in Ireland, Royal Dublin Society, as well as other leading Irish and UK universities. These collaborations could lead to joint exhibitions, collaborative digitization projects, and integrated online finding aids for the study of the history of science, technology and medicine in Ireland.

Evelyn Flanagan, M.A., HDipLIS, Special Collections Librarian, UCD Library
Antoinette Doran, M.A. (Archives and Records Management), Librarian, Redemptorist Congregation in Ireland

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Blood, Sweat and Books

Putting one of Ireland's little known literary collections on-line

Aaron Binchy, Amye Quigley, Betty Maguire and Daniel Murray

Abstract

This article describes a project to catalogue the book collection at the Irish Writers' Centre (IWC) by a team of volunteers. The IWC collection is detailed and the steps taken to improve access to this significant collection are outlined. The authors consider the future of the project and note the increasing importance of volunteers.

Keywords: Library Catalogues, Volunteers

The Irish Writers Centre

Founded in 1987, the IWC promotes Irish writers and literature at home and abroad while nurturing emerging literary talent. A non-profit organization and a registered charity, it runs a diverse programme of creative writing workshops, seminars, lectures and readings. Its organisational network is expanding throughout Ireland, as well as developing links with literary interests around the world. The IWC prides itself as a peaceful sanctuary

for writers to escape the bustling city, providing tea, coffee, and free internet access to its members, whether writers or readers. It is in the latter capacity that the IWC has developed an extensive and diverse book collection (http://www.writerscentre.ie/html/about.htm).

History of the Irish Writers' Centre Collection

As there is no book budget, the development of the collection appears to have been haphazard, depending on the kindness of authors. The majority of the books in the IWC were presented to the Centre by various individuals and the collection now exceeds 3,500 volumes. Genres include fiction, drama, poetry, and children's literature. Given the mission of the IWC in promoting Irish writers, works by Irish writers are emphasized in the collection.

The main collections are:
* The collection of John Jordan;[1]
* Robert Greacen's collection;[2]
* Glen Dimplex Awards nominations;[3]
* DUBCIT Project: Dublin City Writers' Workshop.[4]

The collection includes a large number of foreign language titles – a legacy of the IWC's close working relationship with the Irish Translators' and Interpreters' Association. These include French and German books, but also less familiar languages such as Bulgarian, Russian, Hebrew and Japanese.

' … works by Irish writers are emphasized in the collection.'

The books are held throughout the IWC, particularly in the main reception, where they are kept on labelled shelves depending on their genre, e.g. novels, drama, poetry, foreign language. The books are reference only, being intended for use and inspiration by members using the IWC, as part of the resources for developing writers. While considerable in size, the library is not well advertised by the IWC, with the collection barely getting a mention on the IWC website.

Project Team

The genesis of the project is found in the search for work experience by Aaron Binchy in Summer 2010 prior to his commence-

ment of an MLIS degree. He approached Jack Harte (then Chairman of the IWC), who informed him that they had a growing and sprawling library which had built up over the years through donations, readings and publishers. The IWC was closing for two weeks, and during that time, Aaron was invited to compile an inventory and to re-shelve the books in a way that would improve access for IWC members. Despite the scale of the still-growing collection, there had been no efforts until then to create an online catalogue.

This deficiency was seen as an opportunity by a number of Masters in Library and Information Studies (MLIS) students at University College Dublin (UCD), who formed a team for the purposes of cataloguing the IWC collection. This was done on a voluntary basis working an average of one evening per week. The members of the team changed over time but included the present writers.

Continued work on the project was limited due to the demands of course work.

In June 2011, Aaron placed a notice on the SILS Facebook page seeking new volunteers with the idea of reviving work on the dormant project. The four who responded were to form the new team, who moved onto the second stage of the project.

Collection Assessment and Organisation

Before an inventory could be undertaken, some basic tasks needed to be completed. All books had to be removed and the shelves cleaned. A reading room was taken over and the books organised into genres and then into alphabetical order. If there multiple copies of each edition of a book, these were removed to be later sold to raise much needed funds.

A pragmatic approach was adopted in deciding on a shelving strategy for the books. All foreign language titles – which were least used – were placed on the top shelves. Works by Irish authors and more popular genres were placed on wooden book cases in the IWC main reception area within easy reach for members and visitors to browse. A rudimentary shelving system was devised -alphabetically within genre. Shelves were organised in a grid system using letters and numbers e.g. Shelf 6 A.

Having shelved the books, the next task was to collect bibliographic information about each book. Details of all books were entered onto a spreadsheet to provide a detailed catalogue of the collection. Many of the rarer or older books presented a chal-

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1. Dublin Poet (1930). Donated by his literary executor. Hugh McFadden.
2. Robert Greacen's collection was bequeathed to Matthew (Gerard) Sweeney who donated it to IWC (http://www.poetrylibrary.org.uk/events/writingpoetry/?id=938).
3. Awards ran until 2008. Multiple copies of nominations were given to IWC.
4. Dublin-based community arts project which promoted the careers of artists, writers and musicians from disadvantaged backgrounds.

Inside the Irish Writers' Centre.
Photography by Stephanie Joy

lenge due to the paucity of information, even online. In many cases they only had an ISBN as a guide, sometimes not even that due to their publication dates. This provided the volunteers with the opportunity to research a variety of bibliographic databases. Sources consulted included Library of Congress, Worldcat and the National Library of Ireland.

It became obvious that the IWC would require more than a spreadsheet to manage its library. After considering the needs of the library users, we decided that as it is a non-lending library for IWC members, the emphasis should be on accessibility for users, rather than a complicated cataloguing system.

As no budget was available, the challenge was to procure a basic library management system (LMS). We looked at how school libraries and other non-profit organisations operated their libraries on small budgets. Most of these were not applicable to the requirements of the IWC collection. An overriding consideration was that the catalogue be user friendly, easily searchable and professional looking. Open source solutions were considered but, as the technical expertise was unavailable, this was not a viable option. Having searched the Internet for cost-effective systems – Aaron selected a trial for Book Collector. Having trialled the system it appeared to satisfy the needs of a small library. It contained all the main fields required to catalogue a collection of this size.

Having chosen Book Collector, the team set to work transferring the information from the spreadsheet onto Book Collector. Some corrections on the information supplied by the spreadsheet were made with additional details from the book itself. This turned the cataloguing into a surprisingly physical process, as the members were required to hunt around the shelves for the books on the spreadsheet, sometimes using chairs to reach the top shelves!

Within six months the team ran into problems with the continued use of Book Collector:

• Book Collector showed the strain of a large volume of titles. It was questionable as to how long it could continue without impacting on the workflow and the finished product. This was possibly due to the strain the database placed on IWC server rather than to any intrinsic flaws with Book Collector.

• Book Collector was not an online source and was limited to one computer. Apart from the danger of the Book Collector file being accidently deleted or corrupted and wasting months of work, it was impossible to access the catalogue without being physically in the IWC and using the right computer. This was a limitation given the scale of the project. It was not user-friendly, and the collection deserved a more accessible database.

• Consideration was given to maintaining several copies of Book Collector files on several different computers and laptops in the IWC reception. Other than the additional work required in updating every Book Collector file whenever there were updates to one, it seemed that there were dangers of Book Collector files with different contents running parallel with each other, with everyone uncertain as to which file was the original or latest.

Because of the limitations outlined, the team looked into acquiring an alternative for the IWC. A possible alternative was

suggested at a talk by O'Connor[5] who was generous in forwarding his PowerPoint slides to the team. After consulting the slides, several points about LibraryThing were evident:

- It is a social cataloguing web application
- Allows importation of books from hundreds of different sources
- Low Cost
- Facility to add tags to the titles, allowing the inclusion of the placement of the titles within the IWC
- LibraryThing allows for the tags to generate links with other users' pages (http://www.carl-acrl.org/ig/carlitn/9.07.2007/LTFL.pdf, p. 2).

However, as the IWC tags would primarily be about the placement of the books in the IWC shelving system, this sociability with other LibraryThing pages was of limited interest.

' ... the catalogue be user friendly, easily searchable and professional looking.'

The priority for the team was ease of usage in cataloguing and ease of access for IWC members and others. LibraryThing seemed to match both of these criteria. Another question considered was whether the team could transfer the information already on the spreadsheet onto LibraryThing. There were concerns that by switching databases the team would be abandoning by-then several months of hard work and starting from scratch. It was decided that the flaws in Book Collector made it difficult to continue. While it may have been useful for staff, its limitations did not satisfy the team's aspirations for a user-friendly catalogue. Ultimately, the team wished to promote the IWC library so that it could be recognised by other information professionals as a worthy resource/collection, rather than just as an appendix to the IWC. LibraryThing was judged to be a better tool for this than Book Collector, and so the decision was made to switch systems.

Unfortunately, not all information from the spreadsheet was transferable onto LibraryThing. The shelf number did not transfer. This meant that every item in the database had to be checked to ensure that its details were correct. The shelf numbers needed to be re-entered. Although very time-consuming, all could see the benefits of working on LibraryThing, and this encouraged the team to continue.

5. O'Connor, Colm (2012)' Developing a Web Based Integrated Library Catalogue System for the National Print Museum', *An Leabharlann: the Irish Library,* 21(1): 11-14.

Discussion and Recommendations

While the project is not complete, some questions need to be addressed. These concern personnel and marketing. Given the voluntary nature of the project, it cannot be expected to retain the full-time services of any member, especially if and when employment opportunities present themselves. The small number of the team, while leading to a tightly-knit cohesive work unit, means that the loss of members is felt keenly in the pace of the project. This has led to the need for fresh recruitment to keep the numbers in the team steady, a task which has fallen to the team members themselves rather than to the IWC.

As the team members are close socially as well as professionally, second-generation cataloguers would most likely be asked on the basis on personal knowledge. That the team was formed in UCD SILS gives the advantage of knowing a large pool of qualified library professionals. The project offers a chance to sharpen skills, to learn the inner workings of an institution and to occupy one's time constructively in lieu of paid employment.

The small team numbers also lead to the danger that, in the event of everyone in the current team departing, expertise and knowledge of the cataloguing system would be lost, unless there are training measures established by the IWC for the needs of new cataloguing. Currently no such measures are in place, putting the gains of the project at risk for the future. To prevent this, the team aims to create a set of guidelines, both paper and online, for the maintenance of the catalogue. The creation of a long-term post for a librarian or catalogue manager at the IWC is unlikely, given budget and staffing constraints. It is hoped that a detailed set of guidelines would be sufficient for the IWC staff to maintain the catalogue.

Marketing of the Library catalogue was not considered initially by the team, but as the project progressed the need for this became evident. The catalogue in itself is a valuable (if under-utilised) resource and an added benefit of membership to the IWC.

There is little knowledge about the collection. It not widely advertised even on the IWC website. Therefore, marketing of this important collection needs to be addressed by IWC Board. It is hoped that by using LibraryThing, the contents of the collection would be accessible to anyone. Librarything allows for online access to the catalogue and for promotion through social networking sites, something not previously available to the IWC. LibraryThing has a number of social networking details, such as active forums and book groups between users with similar interests – in this case, Irish literature.

Even someone not interested in creative writing, might be interested in using the IWC collection, especially for research purposes, given the range and variety of the books. Another forum discussed by the team is posting the news of the collection on online sources such as library.ie.

While the social aspect of LibraryThing was not a factor in the team choosing it as the database, it may be useful in the future. It was agreed to postpone posting news of the collection until

the reception centre shelves are completely catalogued, in order to have a finished product to present.

The pros and cons were often two sides of the same coin. The voluntary, part-time nature of the project was both a convenience and a problem. It meant that the team could work at their own pace, timing their workloads with that from other jobs or responsibilities. But the long-term nature of the project made it difficult for team members to commit to for steady periods of time. While there were bursts of activity, there was also danger of the project stagnating at certain points, and needing renewed commitment from the team to overcome.

The volunteers gained experience in a number of areas:
- Cataloguing.
- Use of bibliographic databases.
- Time management.
- Dealing with a large project over a period of time.
- Consideration for the users the database is designed towards and anticipation of their needs.

Because the team was drawn together from a student base and similar career points, they had little interaction with more experienced colleagues. This lack of interaction and opportunity for guidance has sometimes led into blind alleys, such as the initial choice of Book Collector as a database which had to be eventually abandoned, resulting in a frustrating loss of time and progress.

At the same time this has forced the team to not rely on received wisdom but to learn on its own initiative the best ways of proceeding. Similarly, the conflicting demands on time and effort from the individual team members' other concerns has made the team members rely on regular communication with each other, whether by email, phone or meetings, to ensure the workload remains on track. While they have generally worked separately, following their own timetables, the importance of teamwork has been emphasised time and time again.

Conclusion

At a time when libraries are increasingly short of funds for paid staff, the Irish Writers' Centre provides an example of what can be accomplished by volunteers. The volunteers are qualified professionals who met while studying and were looking for a chance to implement their skills and gain further experience. They formed a team that were close on a social as well as a professional level, and were able to contribute time to their project in the IWC while studying or working elsewhere. The project was to catalogue the considerable and varied IWC book collection and it unfolded over time in a series of steps.

The first saw the shelving of the books, the formation of a shelving system, and that of a spreadsheet to hold the book details. The second step aimed to record the collection on a user-friendly database. Book Collector was initially used for this, but after its limitations became apparent, the team made the decision to switch to LibraryThing. While the transfer of information to the new databases was not wholly successful and put the project back by months, it was agreed that LibraryThing offered more opportunities as an online system.

The project was done on a voluntary basis. The temporary nature of the team in place means that changes in personnel are inevitable, placing the project gains in jeopardy. The solutions are fresh recruitment for the team and the creation of a set of guidelines in maintaining the catalogue for the other IWC staff. Another long-term question is the most effective way of marketing the new IWC catalogue, such as the use of online networking sites.

Considerable time and commitment was demanded from team members, but it is felt that that the experience gained has been beneficial and worthwhile, on a personal and professional level. For the IWC it has allowed for the organisation of a valuable and previously overlooked resource. The end result of the project will be increased awareness of the fully catalogued library, the product of months of blood, sweat and librarians' tears.

' ... the team aims to create a set of guidelines, both paper and online, for the maintenance of the catalogue.'

Aaron Binchy, MLIS, Library & Archive Assistant at Irish Film Institute. Amye Quigley, MLIS, Library Assistant at Dublin Business School. Betty Maguire, MLIS, Research Assistant at Clondalkin Public Library and volunteer at Marsh's Library. Daniel Murray, MLIS, Library Cataloguer, Royal Dublin Society, and Assistant at Sallynoggin Community Library.

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8th Librarians' Information Literacy Annual Conference

11-13 April 2012, Glasgow

The 2012 LILAC conference addressed the following themes:
• Information Literacy (IL) and the digital future,
• Active learning and creative pedagogical approaches,
• IL research,
• IL and employability,
• Transitions: from school to Higher Education
• Supporting the research community.

In her opening keynote address, Megan Oakleaf (Syracuse University) spoke about assessing, communicating and expanding the institutional impact of information literacy. She highlighted how we, as librarians, can align library services and resources to strategic institutional goals. For further insights http://www.acrl.ala.org/value/?page_id=21

David Puttnam in his address focussed on education and information and asked how well equipped are we for the future? We need to challenge how, why and what we teach. He looked at the impact of digital technologies on learning and their capacity to contribute to a more informed, fulfilled and prosperous society. His main thesis in relation to this was that it is no value if all you do with technology is to continue existing practices – digitising versus digital.

Tara Brabazon (University of Ontario Institute of Technology) presented the closing keynote on information management and too much choice, and equated "mindless searching" with "mindless eating". Some of the following strategies for guiding students to become better learners were suggested: Lifting and widening their vocabulary, Note-taking skills, Listening, Referencing, Creating assessments that reveal to the students what they do not know – and need.

There were several parallel sessions. One which I attended was on the University of Huddersfield's roving librarians' scheme. The premise behind this is to provide information on the move at the point of need. They currently rove outside the library but not within the library and plan to roll this out later in the year. Some of the roving strategies they use include: roving in pairs, engaging the students in conversation- and freebies help!

The presentation by Elaine Bean (NUI Maynooth) entitled "Removing the barriers: supporting students entering higher education" examined the transition to higher education and how libraries can play a key role in this, both in-house and through civic engagement. Further developments being considered are embedding information skills sessions into transition year programmes and utilising webinar technology.

McGill library presented their experience with mobile technology and information literary instruction. They have developed a

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Irish delegates at
networking event
in Saltire Centre
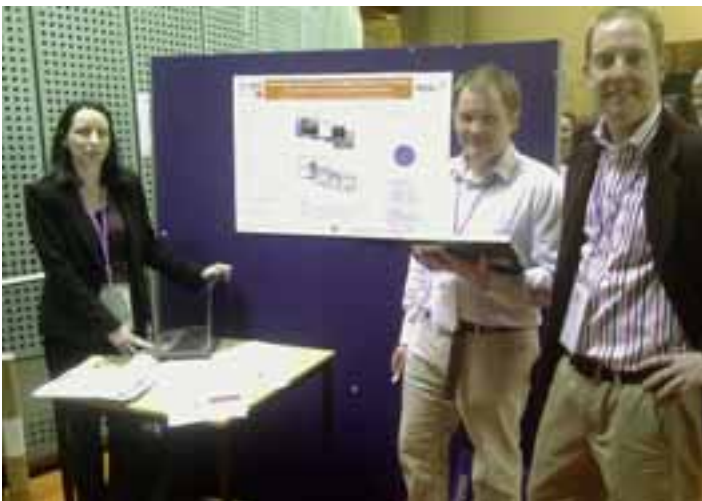
Poster session

workshop to introduce students, faculty and staff to the concept of mobile learning. As part of the presentation they looked at new ways of searching for information, for example, voice search, visual, location aware services and markerless augmented reality and how they can be applied in an academic context. In the future, mobile technology will no longer be niche and these technological advances are changing the way library users interact with digital information.

Alan Carbery (Waterford Institute of Technology) described his process oriented guided learning approach to information literacy sessions with engineering and nursing students and overcoming the "I already know that" IAKT Syndrome (Bell, 2007). Using pre-session preparation and research triggers, the students were assigned in groups of three- role of seeker, scribe

and spokesperson. The session was broken into three timed phases: (1) brainstorming, (2) search phase and (3) presentation phase. There were two peer observers during PBL sessions that provided Alan with feedback along with a short survey completed by the students. Alan reflected directly after each session and incorporated this into the following session. Some of the areas he identified were: trusting the students enough to let go, fluency issues for international students, the need to display emotional intelligence as facilitator, time as a factor and the necessity to look at information literacy sessions more as process rather than product.

A first for LILAC was the Teachmeet session. Each session was seven minutes long where the presenter gave a four minute presentation with three minutes for Q & A. This was a great way to make new contacts and get a quick taster of what different libraries are doing in relation to information literacy.

With my colleagues Dr. Gerard Ryder and Philip Russell, I presented a poster on Reusable Learning Objects at ITT Dublin via the National Digital Learning Repository (NDLR).

Overall this was an excellent conference with very high quality speakers and presentations. It highlighted key literacies and the value of information literacy to learning.

LILAC conference presentations http://lilacconference.com/WP/past-conferences/lilac-2012/

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UKSG 35th Annual Conference and Exhibition

Glasgow 26 - 28 Mar 2012

For librarians, there are few events more popular in these islands than the annual conference of the UK Serials Group (UKSG) and so it proved once again in 2012, with hundreds of attendees. Ireland was well represented with delegates from a variety of academic libraries and, indeed, some of the exhibiting vendors were also Irish.

Thematically, the conference touched on many of the issues which currently preoccupy our profession – bibliometrics, data repositories and open access, data-driven decision making and academic publishing. One that resonated particularly with me was Marshall Breeding's *The Web-Scale Library – a Global Approach* which graphically and starkly drew attention to the sheer complexity of the systems infrastructure within which most libraries are forced to operate. For librarians, working so assiduously to satisfy the needs of our users, it can be quite sobering to take a step back and see just what an impediment our array of systems, open and proprietary, can actually be. Interestingly, Breeding reiterated the popular contention that most Library Management Systems will continue to converge in terms of their functionality and services – but will be distinguished by how open they are. However, it is hard to see whether we are being faced in this regard with greater choice or greater restriction.

As is frequently the case, the plenary sessions were broadly 'big picture' and much of the meat of the conference was to be found in the breakout sessions, which generally offered real world examples. The level of candour from presenters was welcome and most were quite happy to discuss honestly what worked and didn't with their respective projects – which is always welcome.

It is impossible to attend all sessions, but several notable highlights were:

Mobilising your e-content for maximum impact by Ruth Jenkins (Loughborough University) and Alison McNab (De Montfort University) which gave a very honest account of just how difficult it can be to offer mobile content in a time of DRM, varying platforms and multiple media types. Importantly the speakers gave due credit to the role librarians will continue to play - offering context in an era of 'responsive design'. The speakers gave a very candid evaluation of the variety of mobile apps available and ably illustrated the paradox that arises when publisher agnostic users are shoehorned into publisher based mobile apps.

Resource discovery services - evaluation and implementation by Liz Stevenson and Colin Watt (University of Edinburgh) again was notable for the openness of the speakers to talk about the myriad of difficulties which they had encountered in selecting and implementing a new resource discovery tool. In fact, this presentation quickly assumed the guise of 'support group for people grappling with next generation product x / y / z' and certainly proved very enlightening. Anyone who has ever been involved with such a project can appreciate the merit of their cautionary note – 'it's important to do something, but bear in mind it will never be perfect'!

Patron-driven e-books: the promise and the (potential) pitfalls by Anna Grigson (Royal Holloway, University of London) also painted a very honest picture of the pros and cons of PDA – a trend which has flourished in the USA for some years and is increasingly being used on this side of the water. Anna structured her talk with great clarity, focusing on 'the problem' - 'the promise' – 'the pitch' – 'the practical' and 'the pitfalls'. While it is easy to think of this issue in simple terms of 'access' versus 'building and owning a collection' it quickly becomes evident that the variety of offers available from vendors merits serious consideration to ensure that the package selected is most appropriate for the type of library.

These are a fraction of what was available and the quality was universally excellent. Finally, it would be wrong not to mention Stephen Buck's (DCU) presentation of *The emotional consequences of the idealisation of the elderly married academic librarian (male) by the elderly unmarried academic librarian (female)* – a study which offered some unique (and, I hope fictitious!) insights into just what can happen when librarians meet ...

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IFLA in Helsinki

During the bicentenary of its designation as the capital of Finland and its term as World Design Capital, it is fitting that Helsinki should host the 78th IFLA General Conference and Assembly. Finland has enthusiastically embraced the modernist vision of making the comfortable and the beautiful available to all. This vision fits well with the very Scandinavian values of egalitarianism and simplicity in design. The democratic impulse and commitment to culture which have placed design at the heart of Finnish society are also apparent in its consistent and very generous support of libraries. Finland may be the only country in the world that makes good design a matter of government policy. It also has a long history of rigorous and binding legislation governing the provision of library services to a population of avid readers and library users. Talking to a manager of a mobile library unit, who works in an area that makes West Cork look densely populated, I got a real sense of the commitment Finns have to libraries and their awareness of their role in creating a just, ordered and educated society. He was one of the eight hundred Finns attending the conference. There were also three hundred local volunteers, an indicator of the strength of the profession in the country.

IFLA was not designed by a Finn! It can be an unwieldy and sometimes seems aloof when dealing with the more than fifty sections and special groups that make up the organisation. While it is hard work using the various fora and meetings to inform policy and iron out difficulties, the Divisions which oversee the work of the sections generally do an excellent job in communicating with the Governing Board and various committees responsible for governance issues. The various parts of the organisation do most of their business during the congress. For officers in the sections it can mean missing that paper you were most eager to hear but it's also a good way to meet other delegates. This is very useful as IFLA conferences are enormous affairs. Nearly four thousand delegates attended this year. It lasts nearly a week with several parallel sessions running each morning and afternoon. Many sections run satellite sessions before the beginning of the conference proper, mostly in locations around the host city but often some distance away. Many of the satellite sessions run over several days which gives some indication of the level of commitment, and stamina, of many delegates.

The opening ceremony is the showcase event of the congress and conference. Typically the keynote address at the ceremony is given by a famous literary or cultural figure from the host country. The Finns, not overly deferential to convention, chose a forensic dentist with a distinguished career meticulously recording evidence of genocide over several decades. Helena Ranta's address made a moving case for the preservation of threatened cultural heritage as a bulwark against ignorance and inhumanity. Each day of the conference proper began with a keynote address by a distinguished scholar. Yrjö Engeström explained how the concept of 'knotworking' provides a new model for

Nearly four thousand delegates attended this year's IFLA Conference

collaboration between librarians and academics, and Siva Vaidhyanathan, an intellectual property scholar, offered an incisive critique of many Google projects from a copyright perspective. Professor Vaidhyanathan, I'm told, gave another provocative presentation at the Committee on Free Access to Information and Freedom of Expression (FAIFE) session. Unfortunately, it was on at the same time as the Health and Biosciences section's session and those of four other sections. So, while the conference programme contains a wealth of potentially fascinating papers and discussions there are always difficult decisions to be made.

Initiatives like FAIFE help IFLA develop policies and articulate a coherent position in key areas such as intellectual freedom and flexibility in copyright. The annual conference both provides a platform for these initiatives and acts as a source of new ideas from delegates. Of particular interest to librarians working in a research environment was the Open Access Taskforce's session. This group has made a significant contribution to the recent progress of OA and this session outlined both the work that needs to be done and the challenges this process implies for librarians. A fascinating paper by the Jens Vigen, CERN's library director, described the SCOAP3 project, a cooperative initiative involving research funders and libraries. He explained how practically all new research in high-energy physics is published in some type of OA platform, a remarkable achievement and a good indicator of the trend in science publishing generally.

Like many conferences, especially those with very diverse audiences, the connection between the conference theme and the scientific papers delivered at IFLA was fairly tenuous. There were some consistent themes though and it was apparent that many sections and individual speakers were particularly concerned with measurement and assessment as tools for planning and support for advocacy. It was interesting to see how the various sections and interest groups managed to organise sessions with an appeal beyond their own immediate spheres and make contributions to more general discussions around the future of libraries and the profession of librarianship. IFLA is also a place where business is done and the exhibition area has the feel of a huge bazaar with an extraordinary range of library-related services and products on display. It seemed that practically every library in Helsinki had made itself available for the traditional library tour part of the conference. I briefly visited the brand new, and very elegant, Helsinki University library. It is right in the centre of the city, a very practical display of the university's policy of making its libraries accessible to the general public and another fine example of the commitment to beautiful design, equality and knowledge which made Helsinki such as excellent setting for IFLA.

Brian Galvin is Chair, IFLA Health and Biosciences Libraries Section and Senior Information Specialist, Health Research Board.

EBLIDA Council Meetings 2011 and 2012

Due to space considerations, I did not report on 2011 EBLIDA Council meeting in the last issue. I now propose to briefly mention the main points. These are:
- Advocacy should be a subject for all LIS students
- EBLIDA members should advocate among their own MEPs.

EBLIDA Council meetings are, in fact, AGMs of the Association. Apart from the usual AGM items of approval of minutes, annual report and financial report, there are reports from the Expert Groups. The main focus of EBLIDA advocacy work is lobbying on behalf of all library associations and individual libraries within Europe. The ground work for advocacy is provided by the Expert Groups. The three active groups are those on Information Law, Culture and the Information Society, and Digitisation and Online Access. The 2012 Council meeting was a reflection on 20 years of the Association.

As a founding member, LAI has been able to contribute to the decision-making process and we have benefitted from support that is available when we are lobbying locally and at European level. Representation at European level is important and as an association, LAI has benefitted. The work of the Expert Group on Information Law has been central to recent activities. LAI member Jennefer Aston is a long-standing member of this group.

Much has been achieved in terms of copyright:
- Progress has been made on a draft treaty at international level (http://www.ifla.org/news/ifla-signs-civil-society-statement-on-exceptions-and-limitations-for-education-at-wipo-meeting)
- Out of Commerce works Memorandum of Understanding has been signed (http://ec.europa.eu/internal_market/copy-right/out-of-commerce/index_en.htm)
- The Directive on Orphan Works (http://register.consilium.europa.eu/pdf/en/12/pe00/pe00036.en12.pdf) was passed recently by the European Parliament.

Live issues are those of Out of Commerce works and the proposed revision of the Public Sector (PSI) Directive (Directive 2003/98/CE).

There is much cooperation at international level with sister associations e.g., IFLA, LIBER, NAPLE etc. NAPLE was founded in Copenhagen (2002) and EBLIDA has held a number of joint conferences with it. At the 2007 Conference, a library policy for Europe (Vienna Declaration) was published. http://www.eblida.org/Activities/EN_Vienna_Declaration%20(English).pdf

At the suggestion of LAI's then representative, Liam Ronayne, Culture and the Information Society was added to EBLIDA's expert groups. The remit of this group now includes literacy. A Position paper on Cultural Policy developed by this expert group and published in 2011 is available at http://www.eblida.org/Activities/EN_Position_Paper_EGCIS_May_2011.pdf. It is also available in Irish: http://www.eblida.org/Activities/IE_Leabharlanna–%20sainchomharth-aí-cultúrtha-%20faisnéise-agus-%20inspreagtha-%20GAEILGE-%20Mar_2012.pdf

With the speed of technological developments, issues are of interest to more than one Expert Group. For example, e-books and e-lending pose problems of access. While there may be legal implications, the fundamental freedom of access is considered by the Expert Group on Digitisation and Online Access. This year, the EBLIDA Executive Committee decided to prioritise a campaign for e-books. To this end, a Position Paper on European libraries and the challenges of e-publishing was published. Details at http://www.eblida.org/Activities/European%20Libraries%20and%20the%20challenges-of%20e-publishing.pdf.[1] While aimed at politicians and policy makers, European citizens should be aware of possible restrictions.

An Action Group, led by Gerald Leitner (outgoing President), will work on this and its immediate aim would be to develop a Memorandum of Understanding with publishers and later a Fair Licensing Model for Europe. Discussions are already taking place with the Federation of European Publishers. A fundraising campaign has been launched and EBLIDA members are encouraged to invite members of the Action Group to speak at national library conferences.

Elections to the Executive Committee were held this year and Klaus-Peter Bottger (Director, Public Library of Essen) was elected President. Peter has been on the Executive Committee since 2001 and was Treasurer (2009-2012). As it was the 20th anniversary, a toast was raised to the Association to celebrate twenty years of lobbying on behalf of Europe's libraries. The venue was the Royal Library (Black Diamond), Copenhagen.

Marjory Sliney is Convenor, European and International Panel, LAI

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1   This will be available shortly on the LAI website in Irish.

eLearning course: Disability Equality Training for Public Service Staff

Dublin: National Disability Authority, 2011. Cost: Free.
http://elearning.nda.ie/

Disability Equality Training for Public Service Staff is an eLearning course made available by the National Disability Authority (NDA), for staff working in the public service in Ireland.

Eight Library staff at the National University of Ireland Maynooth (NUIM) piloted the course on behalf of the Staff Development Office at NUIM. The course is web based, self-directed and available free of charge. It is accessible anywhere, anytime. Interested organisations should contact the National Disability Authority via their organisations' Access Office or Human Resources Office.

The first part of the course provides background information about disability, the legal issues around disability and introduces the concept of 'reasonable accommodation'. The second part follows the story of a young man who wants to renew his passport. It shows how the Passport Office and its staff ensure that he can do this. Perspectives and opinions from people with disabilities on their experiences of using service providers are included. The perspective of the staff providing services to people with a disability is also illustrated.

In addition to the online version, there is a hard-copy version of the course. There is also an accompanying instruction booklet which explains what the course is about and how to use it. The instructions are comprehensive and it is important and helpful to learners to read them thoroughly in advance of commencing the course.

Course content is divided into modules and sub-modules. These are accessed using the menu button on the screen. Subtitles and transcripts are available throughout the course. Learners may stop at any point and recommence from that point when they next login.

Upon completion of each section, the learner is assessed by using a question based on the material covered in the previous module. To get full marks the learner selects as many of the options as are correct. A certificate of completion is available at the end of the course.

Using the menu, learners can navigate between modules by selecting the module/sub-modules they wish to access. This is useful if a learner wishes to repeat a particular module and or view it out of sequence. The course knows where the learner finished, so they can start from that point when they return. The menu button allows the learner to access any section directly.

Within modules, next and back buttons are provided to navigate from page to page and to move through the course from module to module. Within each module, concepts and scenarios are illustrated using video and images. Each page has a tab for preferences, glossary and help which can be accessed at any point during the course.

Audio, video, text and images are used throughout. The learner has the option to view videos online or to download them. Transcripts and subtitles are available for every video. At the bottom of each page, there is a progress bar. All of these options for navigation are well explained in the introduction and help for the course. While initially it is a little confusing for the learner, as they become familiar with the navigation features, the course is clear and easy to navigate with the progress bar at the bottom of each page proving very useful in keeping track of how far they have advanced through the course.

According to the NDA, it has designed the course with accessibility for people with disabilities in mind. Among the features it highlights are clear, simple text, no jargon, full keyboard accessibility, navigation with or without a mouse; subtitles on videos and transcripts; colour contrast between the text and the background. This effort to make the course as accessible as possible has been worthwhile as the course is easy to view and provides alternatives for engaging with the content. All of these features will benefit all learners with or without disabilities. Overall the course offers a variety of methods for learning.

Those who undertake this course will learn useful and practical information about engaging with a person with a disability. This will be helpful in work situations and with family or friends. The course encourages participants to think about the meaning of disability and the many forms it takes. It clearly defines the meaning of disability as outlined in the relevant legislation. Key facts on the scale and types of disability found in Ireland are also included.

There is a wealth of practical and useful information. Four of the most useful and interesting parts of the course are the modules which look at the concept of 'reasonable accommodation', 'types of disability', 'barriers' and 'the four principles'.

According to the NDA, the *Equal Status Act*, 2000 describes 'reasonable accommodation' for customers with disabilities. It says that providers of goods and services must accommodate the needs of people with disabilities through:

> "making reasonable changes in what they do and how they do it where it would be very difficult or impossible for people with disabilities to obtain those goods or services without these changes unless those changes cost more than a nominal cost."

One of the scenarios illustrating reasonable accommodation is set in a library. It features Brian who is doing some research at his local library. "Brian uses crutches, but some of the archive materials are held on an upper level, without a lift. He spoke to the librarian, who arranged for the archive materials to be moved to the ground floor reference room for a few days. Brian can then finish his research with ease."

In the module on 'What is disability?' the learner discovers that disability can come in different forms, such as physical disabilities, sensory disabilities (sight and hearing), intellectual disabilities, and mental health difficulties. This is valuable in encouraging learners to think of disability as more than they can observe by looking at someone and to realise that a person's disability may not be obvious.

Understanding the concept of 'reasonable accommodation' and the different forms of disability are two of the key things which learners will take away from completing this course. It will also help them to understand their responsibilities and the implications for service provision within their organisation.

In the context of the case study set in the Passport Office, a discussion takes place between Kerry (supervisor) and Claire (customer service) about the barriers, i.e. "anything that stops people getting what they need". This discussion highlights that barriers are not just physical. Barriers are not always obvious: they can be attitudinal and unintended. The presentation of this discussion using video and various scenarios provides the learner, not just with background information, but real life scenarios where barriers are encountered by customers and have to be recognised and overcome to provide the customer with the best possible service.

The four principles are general principles which, if implemented, can help to deliver good customer service. They are 'take your time', 'be flexible', don't assume', 'and 'just ask'

Examples of how Claire applies these principles are illustrated using a video demonstrating a scenario. Images from the video are used to discuss the scenarios from the point of view of the staff member, the supervisor and the customer. Other useful information includes the importance of health and safety, the role of the access officer in organisations and how they can help.

The course includes ten assessment questions and there is assessment at the end of each module. This helps to reinforce the learning from each module. It also provides the learner with the opportunity to revisit the module if they are having difficulty completing the assessment successfully.

If the learner answers a question incorrectly they can select 'Retry' and then answer the question again. After five incorrect attempts, it is possible to reveal the correct answer. At the end of the course a summary of all questions answered correctly is given. A score of eight out of ten is required to pass the assessment. During the course pilot in Maynooth, the instructions for the assessments did not make it clear that, if there was more than one correct answer to a question, the user must select all correct answers. This issue has been resolved based on feedback to the NDA.

One of the strengths of the course is that as various principles and concepts are presented, the learner is given a real life example of what they mean or how they might be applied.

For example, videos of specific ways to help customers and colleagues with physical disabilities, hearing impairments, visual impairment, memory and concentration disabilities are included.

The discussion between Kerry and Claire illustrates the importance of support for staff and the need for opportunities to discuss issues as they arise to reassure and support staff as they learn and develop their skills and knowledge. The course illustrates the ideal and this may not always be feasible or available in workplaces.

Much of the guidance will improve customer service for all. The course emphasises that people with disabilities are individuals, each with their own unique needs and abilities. There is no single 'right way' to work with each person with a disability. Those of us providing services need to engage with each individual and use common sense to find the best way forward. Even for those not dealing directly with customers the course offers good advice for engaging with employees, colleagues, customers and family.

The course provides a lot of information and this may prove to be an issue with a self-directed course. The course would be best introduced in the context of customer service training, with access to mentoring and support while allowing the learner to progress through the course. It is possible to complete the course in one sitting but this is not the best use of the course. Guidance from the NDA on the pace at which the course should be completed would be helpful in making the optimum use of the course. It would certainly be worth the learner's time to consider repeating the course at some point, as a refresher as the course provides so much information.

Bernadette Mellon, Library Assistant and Marie G. Cullen, Assistant Librarian, National University of Ireland, Maynooth.

Special Collections Handbook

Cullingford, A. London: Facet Publishing, 2011. 192pp. ISBN: 978–1–85604–757–9. £54.95. Pbk.

The Special Collections Handbook is a reference work for those working with Special Collections materials. This publication brings together in one place information and resources relating to the management of Special Collections departments and presents the information in an accessible way. Though much of the book's content is available elsewhere both online and in print, no other single work contained such comprehensive information until now.

The book contains ten chapters and a 13 page bibliography. The introduction explains the types of material held in Special Collections, how to use the handbook and refers to the companion website http://specialcollectionshandbook.com/.

In this book the diversity of the Special Collections Librarian's role in the 21st century is highlighted. Each of the ten chapters deals with a particular issue within Special Collections: Care of collections and emergency planning, the attributes of various formats like manuscripts and early printed books,the acquisition and development of Special Collections , cataloguing, copyright and reproduction, and fundraising/marketing.

Each chapter ends with a bibliography, examples and case studies and a list of useful websites. There are two appendices, one with a list of key references resources, both print and electronic, and another with suggestions for external training. This is one of the most positive aspects of the book, as it allows people to delve further into each chapter topic. Such resources are useful for those who wish to pursue continuing professional development.

The main fault of this work is a complete lack of illustration which weakens its instructive (not to mention aesthetic) value. It is totally dependent on the verbal descriptions of items and processes. The inclusion of illustrations would have made the content of the text more meaningful.

The book is physically compact and the font size is quite small. Though the various sections within chapters are clearly defined by headings, the small font size and the lack of illustration gives a rather cluttered overall appearance. Given the treasures to be found within Special Collections it is surprising that an image from an early printed book was not used to illustrate the cover. Generally the book's form and production does not do justice to the wealth of information contained in the book itself.
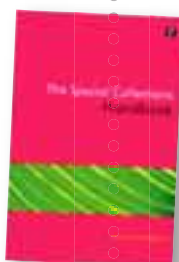
Overall the book is very impressive in the wealth of information it provides. Though limited to an extent by its no frills production values, it is certainly a valuable addition to our reference shelves.

Evelyn Flanagan, Special Collections Librarian, University College Dublin

Building your library career with Web 2.0.

Gross, Julia. Oxford: Chandos Publishing, 2012. ISBN: 978–1–84334–651–7. 236pp. £47.50. Pbk.

The precise definition of Web 2.0 can be a cause of debate, but the general consensus is that it relates to applications and websites that facilitate online communication and collaboration, user created and moderated content, and syndication of information. Included also is the ubiquitous "social networking". Facebook, Wikipedia, Twitter and RSS feeds are examples of Web 2.0 technologies.

Written in an informal style, this practical guide is suited to both new and established LIS professionals who are unfamiliar with this subject area. The author, a faculty librarian at Australia's Edith Cowan University and a self-described keen online social networker, focuses on the application of Web 2.0 technologies to librarians' careers. This she does by concentrating on three specific aspects of career development: self-marketing, professional development and networking. The aim is not to provide a comprehensive career guide, but rather to introduce a path that could be taken to augment more traditional methods of progressing in the field of LIS.

A full chapter is given to Facebook, LinkedIn and Twitter, and reads like a beginner's guide to each. These are then described in the context of creating a 'personal brand'. Here, the matter of online privacy is discussed, both in terms of personal privacy and online professionalism. This is indeed a topical issue and is worth giving some thought to. Next, a link is made between Web 2.0 and lifelong learning. However, this section feels a little unconvincing at times. Despite this, some space is dedicated to the interesting phenomen of the conference 'backchannel', whereby conference attendees' prolific tweeting (that is, the creation of short pieces of content on Twitter) creates a dynamic and informal parallel conference. Finally, the author describes how networking and e-mentoring can be faciliated online and, while the media in question might have changed in recent times, the basic tenets are the same as they have always been. Facebook, LinkedIn and Twitter feature often throughout the book but attention is also given to many other Web 2.0 applications, such as webinars, tag clouds and social bookmarking.

While a broad overview such as this is welcome, this work adds little that is new to the existing body of knowledge. It is quite introductory in scope and much of its content is already freely available online. Useful weblinks are provided at the end of each chapter, which some may feel sufficiently supplements the information contained in the book.

The author notes from the outset that the dynamic nature of the subject matter means that the content could soon become dated and weblinks non-existent. However, this book may serve as a handy compilation of current Web 2.0 technologies from the angle of career progression, and should prove useful to those starting out in this area.

Claire Kenny, Dundalk Institute of Technology

Know It All Find It Fast for Academic Libraries

Dawson, H. London: Facet Publishing, 2012. ISBN 978–1–85604–759–3. xi+387pp. £49.95. Pbk.

The powerful *Know It All, Find It Fast* portfolio has a major addition, with Heather Dawson's excellent new volume for academic libraries. I began using it straight away to great effect. It is a multi-purpose tool, designed for the front desk for assisting students, academics, and research support; and a great teaching tool for reference and inquiry work. Students could use this themselves as a reference work to find quality and authoritative information. The structure will be recognisable to those who have consulted previous volumes in this series, and those familiar with the 'Simulation & Gaming' field, with its 'typical questions' format.

The book is consistent and well-organised. An alphabetical subject approach provides ready usability. There are three sections to each subject entry: "Typical questions", "Points to consider", and "Where to look". Dawson formulates questions that users researching various subjects might ask. She follows this with sets of hints for working with each individual subject. The final section of each entry guides the librarian to selected resources that will assist the user in finding answers – or leading them to resources that will help find answers – to the typical problems that particular subjects present.

These sections are, in effect, if/then scenarios, identifying characteristics and idiosyncrasies of particular subjects. Scenarios and solutions are transferable and continue through-out the book: the reader is able to apply Dawson's pointers from one subject area to another. Transferability is a matter of explo-ration on the part of readers, who will have to make annotations to keep it current and cross-reference useful sites. (There are no blank pages at the back for these but there is plenty of space on

the pages for readers' own marginalia.) Hence, becoming famil-iar with the book as a whole is preferable to a reliance on its alphabetical arrangement or the contents page.

In terms of its subject coverage, the 'Anthropology' entry conflates 'social' and 'cultural' anthropology. There is no 'Library Studies', just 'Library Catalogues', which is an excellent resource in itself but does not help LIS/LIM students specifically. Moreover, there is an entry for 'Information Literacy' but not 'Information Studies'. Such cavils do not undermine the book: as a broad resource covering many subject queries, it is outstanding.

Since one of the factors involved in users having a positive or negative view of an academic library is the quality of front desk interaction, it is vital to have tools which enable librarians to provide meaningful assistance to inquiries. Using this book, a wide range of queries will receive detailed responses efficiently, from one convenient location. This book will increase the confi-dence of all academic librarians, particularly because the resources that Heather Dawson has selected for inclusion are of such high quality. Highly recommended.

Andrew Carlin, Librarian, St Columb's College, Derry

Information Literacy: Beyond Library 2.0

Godwin, P. & Parker, J., London: Facet, 2012. 256 pp. ISBN: 978–1–85604–762–3. £49.95. Pbk.

In many ways, *Information Literacy: Beyond Library 2.0* could be described as a safe port in a storm – at a time when the information profession is said to be in a state of flux, perhaps even crisis. Edited by Peter Godwin and Jo Parker, this tome offers a confident and assertive overview of how information services in various sectors are harnessing the power of social media to support learning and transform their service offerings. The book is a timely update of their 2008 issue, *Information Literacy meets Library 2.0*. The speed and sophistication of devel-opments in social networking since that time are reflected in the initial four chapters, which offer both a retrospective and a current overview of Web 2.0, and its impact on information services and information literacy. The final third of the book looks to the future, particularly public libraries, and what potential devel-opments await.

Divided into three sections, the book blends theory and practice in an engaging way. Most of the chapters could stand alone, and I found myself skipping first to the chapters closest to my own areas of interest, and then moving on to the others in no particular order. That did this not affect my enjoy-ment of the book reflects the comprehensiveness of each chapter.
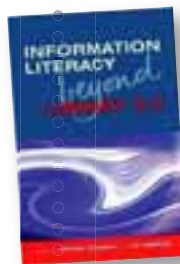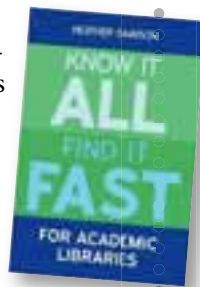
I found a particularly interesting and thought-provoking chapter to be Andretta's argument in favour of *transliteracy* as the "*most appropriate functional literacy for Web 2.0*" (Chapter 5). Her analysis of the evolving information environment, and the complex ways in which knowledge is consumed, produced and shared online, is a stimulating contribution to the debate about the meaning and impact of *information literacy* and cognate terms. In Hughes & Bruce's chapter on informed learning, the authors present a useful table, mapping how various Web 2.0 tools, such as Facebook, Google Apps, Wordpress and YouTube, can facilitate different types of learning. Tools such as Google Docs and DropBox enable information organisation and sharing in a way that was not possible before.

The case studies in the second section of the book cover a dizzying array of Web 2.0 applications, with a noticeably strong focus on mobile technologies. Smart phones, online gaming, screencasting, QR codes, virtual team projects and online referencing applications are just some of the tools used to support learning in the institutions reported in each chapter. The book has an international focus, with reports from the UK, Australia, Canada and the United States. For Irish readers, Susan Boyle's interesting account of the use of games in information literacy instruction in University College Dublin is a welcome inclusion.

For me, a key strength of the book was simply the amount of practical ideas it inspired – several times, I had to put down the chapter I was reading, grab a pen, and jot down some new activities or applications to incorporate into my own teaching. From that perspective, *Information Literacy: Beyond Library 2.0* is an invaluable resource for anyone who works, or wishes to work, as an information professional.

Claire McGuinness, School of Information & Library Studies, UCD

Designing Library Space for Children

Edited by Ingrid Bon, Andrew Cranfield and Karen Latimer. Berlin/Munich: De Gruyter Saur, 2011. ISBN 978–3–11–023216–5. vi, 150pp. € 89.95. Hbk. (IFLA Publications no. 154)

Library design is a creative and exciting area. The best library spaces always reflect clear vision, core library values and rich design team experience. I was inspired by *A library for all times*[1] so I had high expectations for an IFLA publication that used case studies to rethink strategies for children's library design. I expected to be challenged and to understand better how to translate vision into reality.

The stated intention is "to provide valuable description of the development and current state of children's library design … and point the way to the future by looking at recent trends".

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1. Brunnberg, K. Et al. *A Library for All Times*. Malmo, Sweden: Swedish National Council for Cultural Affairs, 1997.

The paper dealing with historical background reminds us of the way library design reflected society's changing views of childhood and children over four identifiable phases. It is useful for LIS students or recently qualified librarians and contextualises the design trends with which senior librarians are already familiar.

Drotner's paper discusses the implications of the technological, economic and cross border convergence of media. A shift in professional thinking is suggested by her assessment of the digital divide, often viewed as a problem simply of access. Drotner concludes that the challenge is not so much of access but of facilitating children in developing their abilities to engage with and handle the complexities of converging media. This shift in thinking has major implications, not least for library design.

Case studies, from Oman, Florida, Chile and Denmark, explore how design teams have sought to deliver excellence. Common themes emerge, all familiar to Irish librarians, including the use of colour, furniture, events spaces, special themed approaches and local references. All case studies stress the importance of actively involving children in the design process. The Florida case study proved the most interesting, as it alone posed key questions: what was learned, what worked, what would be done differently, what else should have been thought of? Providing a floor in a new library for tenant rental and therefore library income (Oman) is the one example with potential in the current economic context.

An exploration of theories underpinning good library design proved interesting. Nilsson's pyramid of cultural needs and the Reggio Emilia educational vision provide ways of considering how children learn, play and communicate, with obvious relevance for library design.

Although Imhoff's paper outlined three universal "A's" of good building design as adaptability, accessibility and aesthetics, there was a lack of emphasis overall on the importance of the universal accessibility approach. True "buy in" by a design team to universal accessibility has the potential to revolutionise library design.

Images do not necessarily need to be plentiful but they do need to be of the highest quality and must add meaning to the text. Image size and the use of colour are also important. The library spaces discussed are not served well by the images selected or by their presentation.

Overall, this is a useful title which offers historical context, valuable theory and interesting case studies. Critical questions are posed about media culture and its impact on design approaches. However, it has the look and feel of an academic textbook rather than a useful tool for the practitioner seeking inspiration.

Josephine Brady, County Librarian, Cavan County Library

Public Libraries and their National Policies: International case studies

Helling, J. Cambridge: Chandos Publishing, 2012. 172pp. ISBN 978–1–84334–679–1. £47.50. Pbk.

Written by a senior public library manager in Indiana USA, this Chandos guide provides a snapshot of the public library system in twelve countries across the world. Each country has a chapter devoted to it which follows a standard structure of historical background, the current framework, the legislative and legal structure and a conclusion summarising the present state of public library services in the country.

The countries chosen (United States, Canada, South Africa, Senegal, Finland, Sweden, United Kingdom, France, India, Turkmenistan, China, and Australia) include at least one country from each of five continents and cover a wide range of political situations and approaches to library provision. As the author explains, his selection was largely limited to those for which he could find reference material in English although he clearly had some access to translation from the French. Whilst recognising the rationale behind his selection and the constraints of space, I believe the book would be much stronger with the addition of chapters on Ireland, New Zealand and at least one Latin/South American country.

The author set himself an ambitious task in researching such a broad topic and then seeking to distil it into the 'easy to read, practical and authoritative' guide which this Chandos series aims to provide. He has succeeded in making the subject matter not only accessible but sufficiently interesting to lead the reader to want to find out more about certain countries. Helpfully a list of web resources is provided to facilitate this.

There must be some questions, however, about the extent to which the book can be regarded as authoritative. The limitations of relying on a literature search are very apparent in the chapter on the United Kingdom where, for much of the chapter, the author has written about the history and structure of public libraries in England, describing this as the UK. This is misleading to the reader and has led the author to make statements that are incorrect, such as his assertion that public library standards in the UK have been abolished. Given this focus on England it is strange that there is no mention of the alternative models of provision that have emerged there in the past few years – trusts, combined services etc.

This reviewer is not in a position to assess the accuracy of the coverage of other countries to the same extent. However, the author has first-hand knowledge of library systems in Scandinavia having studied library policy in Finland as a Fulbright scholar as well as his experience in the USA. This would suggest that the same concerns would not apply throughout the book.
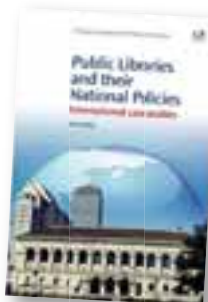
Helling makes a good case for his conclusion that high quality public library services are most likely in situations where there is a national library policy, particularly where this policy has been developed through collaboration between government and professionals working in the field. Such a policy should lead to an even quality of provision and provide some protection in the face of funding cuts. It is hard to disagree.

Helen Osborn, Director of Library Services, Libraries NI

Practical Cataloguing: AACR, RDA and MARC 21

Welsh, A. and Batley, S. London: Facet, 2012. 224 pp. ISBN 978–1–85604–695–4. £44.95. Pbk.

Last spring the Library of Congress announced that on 31 March 2013, it will switch from AACR2 (Anglo-American Cataloguing Rules, Second Edition) to RDA (Resource Description & Access). Nearly coinciding with the announcement, Anne Welsh and Sue Batley's book came off the press, leading to my question: how useful is it for getting to grips with RDA?

Practical Cataloguing appeals to novice and expert alike – everybody is a beginner in terms of RDA – and it is replete with handy tips. The ten chapters are best read in sequence, though the clearly laid-out table of contents easily identifies the most relevant sections.

The first two chapters summarise the evolution of modern cataloguing methods and concepts, emphasizing the consistent centrality of the user. The second chapter is particularly informative on the conceptual models underpinning the structure of RDA (FRBR and FRAD), with Chapter 5 further elaborating on their implications for the library catalogue.

A detailed exploration of fundamental cataloguing tasks, from identifying bibliographic elements (title, edition, etc.) to authority control, precedes in Chapters 3 and 4. These tasks are, in the first instance, illustrated by AACR2 instructions; RDA rules are referenced less consistently, but always when they differ in a significant way. The gaps are filled by Chapter 6, which investigates specific RDA rules by comparing field by field an RDA and an equivalent AACR2 record. Chapter 7 then shows how the rules are applied within the dominant computer-readable format, MARC 21 – relying again mostly on AACR2. Many of the examples used throughout the book are brought together very usefully in Chapter 10. Here,

both AACR2 and RDA records are offered alongside reproductions of ten title pages.

In Chapters 8 and 9, the authors give advice on preparing for RDA. Many readers will, perhaps, be disappointed at this point. Welsh and Batley repeatedly emphasise that 2012 "is not the time to move to RDA" – but they are silent on what to do down the line. Their synopsis of anticipated changes to RDA in the near future and of the work on a new way of representing bibliographic data in the next five years (replacing MARC 21) justifies this reticence somewhat.

Nevertheless, it would have been helpful to get an expert opinion on the preconditions necessary, in terms of both RDA and the local library, for full adoption of RDA. This reluctance to proactively engage with RDA development echoes throughout the book. Overall, however, Welsh and Batley present a concise and highly accessible account of, as they put it, cataloguing standards in transition and cataloguing practice in flux. This certainly makes it a most useful guide for navigating the coming hybrid environment of AACR2, RDA and MARC 21.

Christoph Schmidt-Supprian, Assistant Librarian, Trinity College Library, Dublin.

Library technology and user services: planning, integration, and usability engineering

Chow, A. and Bucknall, T. Oxford: Chandos Publishing, 2012.xxii, 148p. ISBN: 978–1–84334–638–8. £47.50.

In the current climate of reduced budgets, rationalisation of library expenditure and ever growing demands for enhanced user services, technology plays a pivotal role in the operation of modern libraries. But is technology the solution to the challenges facing libraries? With finite budgets which technologies will work best for individual libraries? And what will it ultimately mean for library and information professionals? These are some of the core issues examined in this book. The authors address the "challenge by providing a systematic process for planning, budgeting and integrating technology in libraries" (p xxi). This resource is published as part of the Chandos Information Professional Series and is written primarily for the busy student, practitioner and administrator in library and information management. In addition, it will be of value to anybody with an interest in user services and information technology.

The book evaluates the issue of technology from the distinct perspectives of school, academic and public libraries in the United States. By drawing on existing research and case study findings, the authors synergize their expertise on information technologies and library user services to produce this welcome resource.

The book begins by evaluating the current technological trends in the specified library sectors. It goes on to discuss the importance of strategic planning, organizational goals and objectives to the ultimate success of integrating current and new technologies in libraries. The authors discuss the technological infrastructures in place in modern US libraries and how a customized approach to selecting appropriate technologies is imperative. The wider issue of library budgets is also discussed and it is worth noting that the authors advocate a preventative rather than reactive approach to replacing existing technologies. Evaluation techniques for defining how appropriate a particular technology is to meet the needs of the library's user base are also given. The book concludes by discussing the key emerging technologies which the authors consider will have the most influence on libraries over the next three years. These technologies include cloud based integrated library systems, e-books and e-readers, mobile and Web 2.0.

One of the key premises of the book is the proposed integration of systems design, requirement engineering and cognitive behavioural theory into the library and information science domain. Furthermore, it challenges library and information professionals to fully evaluate their user's needs and utilize appropriate technologies. The authors dismiss the merits of 'Technology for Technology's Sake', by espousing 'if people cannot or will not use a feature, it might as well not exist" (Nielsen and Loranger, 2006: xvi).[1]

Terminology and information are presented in a clear and concise manner in the book and the style of writing lends itself to reading. At 148 pages the book is brief and individual topics are largely skimmed over which may leave the reader longing for further discussion. There are more than 100 bibliographical references at the end of the book for readers seeking a more in-depth analysis. The resource is current and up to date as of 2012. Due to the capricious changing nature of technologies there may be a need for future revisions.

Kieran Cronin, Assistant Librarian, Waterford Institute of Technology

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1. Nielsen, J. and Loranger, H. (2006) *Prioritizing web usability*. Berkeley, CA: New Riders.

obituaries

Joseph (Joe) Hayes 1928-2012: an appreciation

A former Mayo County librarian (1962-1965) and Wicklow County Librarian (1965-1993), Joe Hayes died in April. Joseph Christopher Hayes was born in Thurles, Co Tipperary on the 24th December 1928. He was the fifth child of Thomas Hayes, a postman, and his wife Mary who then lived on The Mall in Thurles. He was educated in the CBS, Thurles and obtained his Leaving Certificate in 1948.

Emigrating to London in the late 1940's, Joe enrolled in a course in librarianship offered by Westminster Polytechnic. In 1950 he secured the position of Assistant County Librarian with Tipperary Libraries, a post he held until 1962. During this time he sat the examinations of the Library Association of Ireland and was awarded a Fellowship (FLAI) in 1960 for his thesis "A History of Tipperary Newspapers". This thesis formed the basis for his "Guide to Tipperary Newspapers (1770-1989)" which was published in *Tipperary Historical Journal*[1] in 1989. He was appointed Mayo County librarian in 1962 and served there until August 1965 when he was appointed Wicklow County librarian. Coincidentally, he succeeded Bridget Redmond who had also served as County Librarian in Mayo prior to her appointment to Wicklow.

Joe was instrumental in developing Wicklow County Council Library Service from 1965 to 1993. Despite the challenging times, libraries were opened and developed at a number of locations, including Arklow, Aughrim, Blessington, Carnew, Rathdrum and Wicklow while an extension to Greystones library also occurred during his tenure. In 1988 Joe managed the amalgamation of Wicklow County Library Service with that of Bray Urban District Council. Previous to this, both services had been run independently for almost eighty years. A proviso of the amalgamation was that the County library headquarters be located in Ballywaltrim in Bray and Joe devoted much of his time and energy in bringing this to fruition. In 1991 he oversaw the implementation of the Dynix Library Management System in Bray Library and the automation of the library's operations.

Joe had a keen interest in local history. When The La Touche Legacy Committee was formed to celebrate the Huguenot family's connection with Greystones in 1988, he was one of its founding members and served as Director of the committee for many years. The La Touche annual conference continues today as an important reference point for both local authority issues and local studies.

Bhí Joe díograiseach ar son na Gaeilge i gcónaí. Ba cainteoir líofa é. Joe retained an enthusiasm for the Irish language throughout his life and was a fluent speaker. He was the Irish language interviewer for Wicklow County Council until the onset of failing health in his last years.

For many years, Joe was engaged in breeding Cavalier King Charles spaniels. He was also a show judge.

Joe was the kindest of men, he had a generosity of spirit and he always showed great empathy and understanding with anyone in a difficult situation. He was one of nature's gentlemen and was held in high regard among his peers. Possessed of a roguish sense of humour he enjoyed a good yarn and could tell many himself.

In 1960 Joe married Grace Tierney from Clonmel. Grace and Joe were to have six children- Patricia, Brenda, Margaret, Grainne, Siobhán and Joseph. Joe was a proud Tipperary man and maintained close connexions with his native county throughout his life. Slievenamon was played at his funeral Mass.

Predeceased in November 2011 by his beloved wife Grace, he is survived by his children and their families.

Ar dheis Dé go raibh a anam dilís.

Joe Hayes: Born December 24th 1928; died April 9th 2012.

Carmel Moore, Michael Kelleher and Brendan Martin, Wicklow County Libraries

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1.   http://www.tipperarylibraries.ie/ths/pdfs/journals/1989/1989%2001%20[pp%201-16]%20Joseph%20C.%20Hayes.pdf

Professor John Dean who died on 18th June 2012 had a career in education for librarianship and information management that spanned six decades and three continents. Born in Dorset, with Irish ancestry on his mother's side, John joined the RAF during WWII and obtained a scholarship to the University of Oxford. He graduated with a PPE (Politics, Philosophy and Economics) degree from St John's College, Oxford in 1950. He moved to an assistant librarian post at the University of Southampton and obtained the Associateship of the Library Association (UK) in 1953.[1]

John's African adventures began when he was appointed deputy librarian at the University of Khartoum in 1953. In addition to the normal activities of the post, he learnt Arabic and developed a training programme for library assistants. He returned to the London Library (1956 - 1961), where he met many notable members of artistic, literary and political circles in this unique independent lending library.

The call of Africa was strong and John returned as university librarian to the new University of Legon in Ghana in 1961.[2] He recognised the need for locally trained professional staff and established a Library School and an Institute for African Studies. This initiative led to wider awareness of the need for locally educated librarians in West Africa and culminated in John's appointment as Director of Professional Education at Ibadan University in Nigeria in 1965. With the assistance of significant funding from the Carnegie Foundation, a very active Institute of Library Studies was established under John's leadership. John and his family stayed in Nigeria until 1970, undaunted by the challenges of the Biafran war.

Moving to Australia in 1971, he spent six years there as the first head of the Department of Library Studies at what is now Curtin University, in Perth. He played a wider role in professional librarianship in Australia and neighbouring countries. His interest in Africa continued with a consultancy project on the development of library education in East Africa, funded by the Ford Foundation. A fuller account of John's international career is contained in the interview by Helen Fallon.[3]

I met John when he came to Ireland in 1977 as the first Professor of Library and Information Studies in University College Dublin. The Chair recognised John's trail-blazing career during which he moved gradually from the practice of librarianship to professional education.

In UCD, he significantly expanded the scope of the Department, introducing Information Studies as a subject in the BA and BSocSc degrees and developing Masters and Doctoral programmes. One of his early decisions was to move towards a graduate profession in line with international trends. His teaching specialisms were in Management, especially Personnel Management, where he linked theory to his own considerable practical experience. He was active in fund-raising for research, not only in his own subject fields but also in the wider university. His significant roles across the university include a period as Head of the Department of Computer Science, the Europe Desk and chair of the Computer Services Board. While John had to "retire" from the Professorship in 1989, he continued to contribute to UCD by teaching and mentoring students until 2005. John was active in the Library Association of Ireland, the Library Council, BAILER (British Association for Information and Library Education and Research) and many education initiatives. John always had time to chat to and support students, regardless of whether they were struggling with the adjustment to university life or considering career options. His contribution to UCD has been recognised by medals for the best "mature student" each year and by a scholarship fund. His contribution to the profession at large was recognised when he was awarded the Honorary Fellowship of the Library Association of Ireland (FLAI).

Always enthusiastic about computers, John was extremely competent in the political and policy implications of their use, as evidenced by his roles in UCD. In practice he got frustrated with key-boards and mice, with commands and menus. In later years he scorned the specialised aids designed to facilitate alternatives to verbal communication and asked instead for a smart phone or tablet computer. He was extremely open to using email, the web and social media.

Throughout his career, there were three strands to John Dean's work ethos: the importance of early consultation to ensure support for new projects, the value of the contribution of practitioners in teaching, and the need to reflect local needs in curriculum design.

There were three important constants in his life: his family, including his late wife Miriam who died suddenly (1993), his daughter Susannah and his step-son Geoffrey; Africa- the continent, its people and all things African; his work, in librarianship and education, in the broadest sense.

John treated colleagues, students and friends with respect, kindness and extreme generosity. I found it amazing when attending international conferences to find the number of people from Africa or Australia who came to ask about him, to praise his contribution to librarianship in their country, or to tell a story

1. This was the primary route to a professional qualification at the time.
2. Conor Cruise O'Brien was then vice-chancellor.
3. http://eprints.nuim.ie/1278/1/ProfJohnDean.pdf

about a kind act of his. He will be remembered with affection by two generations of students – around 1,000 from UCD and similar numbers from other institutions.

Enjoying good health for most of his life, John suffered from Parkinson's disease in his final years. While this limited his verbal communications and his wonderful oratory was no more, his mental faculties were unaffected and he devised clever

communications methods. The "thumbs up" sign will always have a special meaning for me – of John responding to a titbit of news. The predominant response to the announcement of John's death was "He was a real gentleman".

John Dean: Born July 5th, 1924; died June 18th, 2012.

Mary Burke, Professor Emerita, University College Dublin

News from the stacks

Trinity College Dublin celebrates 300 years of the Old Library

On 23 May 1712 the foundation stone of the Old Library was laid. The occasion was marked by the present staff and a series of events has been ongoing to celebrate the tercentenary. A special exhibition in the Long Room gives a glimpse at the collections over the last 300 years. http://www.tcd.ie/Library/tercentenary/exhibition/index.php. As part of the tercentenary celebrations, a new Patrons of the Library programme which is seeking donors in varying categories (€25,000 and over; €50,000 and over; and €100,000 and over).

The Old Library Wins Museum Standards Programme for Ireland Award

The Old Library, Trinity College Dublin is one of three institutions that received full accreditation under the Museum Standards Programme this year and joins a select group of only 15 museums that have achieved full accreditation to date. The award was recently presented by the Minister for Arts, Heritage and Gaeltacht Affairs, Jimmy Deenihan at a ceremony in the Architectural Archive.

The Heritage Council's Museum Standards Programme for Ireland (MSPI), is an important initiative which sets out to improve all aspects of Ireland's museum practice and in particular raise the standards of the caring of collections, museum management, education, exhibitions and visitor services. The judges particularly praised the Old Library's excellent care and preservation of its collections, noting that it continues to meet and exceed current best practice. The work involved in the Old Library receiving this accreditation is significant and has been ongoing for the past three years.

"For half a million visitors annually, the Old Library and Book of Kells exhibition is seen as a flagship for the Library and for Trinity. It represents the values of the College as an institution of learning which treasures its history, shares its knowledge and advances scholarship. The Museum Standards Programme of Ireland Award has given the Library an opportunity to bring policies and practice to a recognised benchmark, which will be

advanced through the Old Library Capital Project enhancing our visitor facilities and the experience of scholars who work on our Research Collections," stated the Librarian, Robin Adams.

People

Jane Burns is Head of Library Services, Children's University Hospital, Temple St. **Deirdre Ellis-King** is Adjunct Professor at UCD SILS. **Domitilla Fagan** is Senior Executive Librarian, South County Dublin Libraries. **Terry O'Brien**, Deputy Librarian at Waterford Institute of Technology has moved to the South-East Regional Authority on secondment until 2014 to work as Head of EU Projects. **Brendan Teeling** is Deputy Librarian, Dublin City Libraries. We wish a long and happy retirement to **Geraldine Ryan** (TCD).

CPD

- Details of LAI CPD events are available at: http://www2.libraryassociation.ie/about
- 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/

Copyright News

The LAI submission to the recent Copyright Review is available at: http://www.djei.ie/science/ipr/crc_submissions2.htm

The latest on the Orphan Works Directive is available at: http://register.consilium.europa.eu/pdf/en/12/pe00/pe00036.en12.pdf

Copyright Training

UKeIG Copyright Training in Belfast. Details available at: http://www.ukeig.org.uk/trainingevent/future-copyright-digital-age-and-what-it-means-you-emily-goodhand-and-professor-char-0

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Catherine Gallagher, Hon Treasurer, January 2012