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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 The Editorial Board invites original, unpublished articles for publication.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

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31st December 2012 for March 2013 issue

Many years ago while working in the Middle East, the price of Brent Crude had a major impact on library budgets. Austerity measures at government level are affecting all of us in our daily work. Brent Crude has been replaced by austerity measures imposed by the Troika (IMF, EU and ECB).

Libraries in all sectors have experienced budget cuts especially for collection development and staff. Periodicals and databases have seen renewals cancelled. In some local authorities, decisions on collection development have been made in corporate and finance departments.

Pat McMahon (Galway) noted recently that there are eleven county librarian posts vacant. He also noted reduced book funds and opening hours. There have been library closures.

Thus far, the News from the Stacks column has contained short notices and news items. This issue also contains a long list of colleagues who have retired. Many were prompted to take early retirement under the government scheme which closed at the end of February. Add to this the closure of the Library Council and we can just begin to imagine the amount of corporate knowledge, experience and wisdom- that has left the various LIS organisations around the country. The other side of the loss of expertise is that there are many professionally qualified staff who cannot be so employed because of the recruitment embargo. This is a short-sighted policy.

Philip Cohen gives a Progress Report on the LAI Task Force on Information Literacy; a book review covers the teaching of information literacy. Is there a connection between reduced resources, reduced opening hours, reduced staff and illiteracy?

Two research articles – one undertaken as a Capstone project at UCD SILS and the other for a PhD at Sheffield – demonstrate the variety of research methodology that is used in library and information studies. Two further articles demonstrate what can be done with very little money and what can be done by joint effort. Colm O'Connor describes the development of a web-based library catalogue. On the other hand, Siobhan McCrystal describes the evolution and functioning of a joint-use library.

Eva Hornung's article on Continuing Professional Development (CPD) for One-Person libraries should be of interest to all no matter what their work setting. Fionnuala Hanrahan noted that

we must take responsibility for our own CPD. While some employers may still fund attendance at CPD courses and conferences, each of us should invest in our own CPD. Many colleagues- now and in the past- paid for their own attendance at conferences. But, time and commitment are equally important.

Readers will be aware that I have always attached great importance to conference reports. It would seem that in the current climate, conference reports will be even more important. While LAI does not fund attendance at individual conferences, LAI members who have attended conferences have been willing to share their insights with the wider association. In this issue, there are three such reports – EBLIDA/NAPLE, National Acquisitions Group and the LAI Rare Books Group conferences held in 2011. Reading these, together with book reviews, are CPD opportunities which you can read at your desk.



The Rare Books Group Annual Seminar report gives an overview of seven special collections in Irish libraries. Visits to these together with the Worth Library (subject of a book review) can be viewed as further CPD opportunities for practitioners who might consider visits in their own time. The forth-coming Joint LAI/CILIP conference will provide a variety of CPD opportunities.

At the recent LAI AGM, Fionnuala Hanrahan, President LAI suggested that we need to position ourselves within our work organisations and indeed, within society. Positioning is critical- we must strike a balance between strategic issues and the operational concerns which may be more immediate. As librarians and information professionals, we should focus on our skills and how these skills can be utilised to drive public policy in all sectors.

An Leabharlann: the Irish library has not escaped the cutbacks. Decreasing salary levels in the last few years has meant that LAI income has been reduced. Therefore, you will see some changes in this issue including a smaller number of pages. Recently, it was decided to have more short articles. Your attention is drawn to the Guidelines for Contributors opposite. We are actively considering various publishing options.

We welcome Nigel Macartney (LibrariesNI) who represents CILIP Ireland on the Editorial Board.

Marjory Sliney, editor@libraryassociation.ie

Boards.ie: The (De) Evolution of a Virtual Community¹

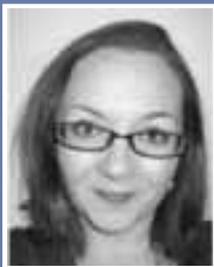
Amye Quigley, Karen Skelly
and Róisín Tangney

Abstract

Using Jurgen Habermas's *Theory of Communicative Action* (1987) as a theoretical framework, this study examines the evolution of Boards.ie, the leading Irish online discussion forum. We argue that the unbridled commercial success of Boards.ie is a mixed blessing. As Boards.ie grew in size and complexity, there was an erosion of the kinship structures which bound its original community of users together. Consequently, these first users now value Boards.ie as a platform for information exchange rather than as a community space and their frequency of usage of the site has declined.

Keywords:

Social Media, Virtual Communities, Ireland



WITH THE ADVENT OF THE INTERNET, virtual communities have emerged as important communication mediums, where users attach themselves to communities of interest to them (Sproull & Arriaga, 2007; Lesser, Fontaine and Slusher, 2000; Preece and Maloney-Krichmar, 2005). Notwithstanding the size or focus of such communities, content is often centred on knowledge sharing. Past research has concentrated on the determinants of success in online communities (Notess, 2009; Rheingold, 1994). Little research however has been done on the special case of an online community that has come to dominate an entire country²

In this article, we will examine the evolution of a unique online discussion forum, Boards.ie, which has become the *de facto* online locale for the Irish. Our analysis focuses on the

1. This article is based on a Capstone project undertaken in collaboration with Missy Cahill, Paula MacSweeney, Ceire Murphy, Eva Ryan and Kelly Tiernan in 2011 under the supervision of Dr. Norman Makoto Su, School of Information and Library Studies, University College Dublin. Capstone projects are undertaken in part-fulfilment of the MLIS degree.
2. Boards.ie is consistently in the top 20 websites frequented by Irish internet users and is the only online community in the top 25. Source: www.alexa.com

evolution of Boards.ie from its first incarnation as a gaming forum in 1998 through the years of its early development up to 2003. In particular, we will unpack its origins from a simple, single-topic forum set up by a small community of Irish gamers into a general discussion forum used by a wide cross-section of Irish society. This development from a single-subject forum into a vast site with over 700 forums and 382,212 registered users makes Boards.ie a novel subject for the study of the evolution of a virtual community.³

Using the social theory of Jürgen Habermas (1987), we show that the sense of community which binds users of an online forum together is eroded as that virtual space increases in size and complexity.

Literature Review

Previous research into online discussion forums has focused on three main areas:

- the history of online Bulletin Boards Systems
- user motivation for posting online
- concepts of community in the virtual environment.

History of Online Communities

In his 1994 work, *The Virtual Community: Finding Connection in a Computerized World*, Rheingold gives a first-hand account of his experience as a user of the WELL (www.well.com), one of the first major American online virtual communities. He finds that Bulletin Boards Systems (BBS) are a grassroots culture which “grow from the ground up, are self-propagating, and are difficult to eradicate” (1994). Turner (2005) further notes that the WELL was a place where “... information exchange, community building, and economic activity took place simultaneously”; he posits that the success of the WELL stems from the fact that, for many users, it offered a sense of community similar to the communal movement of the 1960s in America.

Like the Well, Boards.ie has its origins in subcultural elements and was originally set up as a platform for information exchange and community building amongst the Irish “Quake” community.⁴

However, it has now developed into a general forum with a much wider user base. Our study explores whether the community elements of user participation have been affected by this expansion.

Motivations behind Participation in Online Forums

The majority of user-generated content posted on discussion boards has been shown to stem from the social obligations which arise from the concept of community. McClure-Wasko and Faraj (2000) view knowledge as being embedded in the

community and as an entity that can be managed for public good. Knowledge, therefore, is collectively owned and maintained by the community. Individuals actively engage in online forums in order to exchange ideas and solutions and to take part in on-going dialogue and discussion (Tsai, 2007; McClure-Wasko & Faraj, 2000).

However, because users make connections on the basis of common interests rather than on geographical location (Sproull & Arriaga, 2007), membership of virtual communities is fluid and boundaries, norms and foci constantly change over time (Faraj et al., 2011). Members are at different stages of entry and exit, providing new blood to a community that would otherwise stagnate (Coate, 1992; 1998).

Research in the area of user motivation for posting online has spent considerable time on defining the notion of ‘community’ in a virtual space. While researchers agree that community is an essential element of online forums, they vary in their opinion of what an online community actually is (Ribes & Finholt, 2008; Faraj, Jarvenpaa & Majchrzak, 2011). Drawing from previous work that has analysed virtual spaces in terms of community (e.g., Roberts, 1998), we define community in an online setting as being a collective of geographically-dispersed individuals who share a common interest, abide by a set of online rules or ‘norms’ and feel a kinship to one another as a result.

Our study adds to the literature by examining the evolving nature of online communities as their membership increases. We look at the structural and administrative changes which were made to Boards.ie in the years 1998 to 2003 and then examine the effect of these changes on its original user base. Finally, we draw on Habermas’ *Theory of Communicative Action* (1987) in order to test the theory that online communities evolve in direct correlation to their non-virtual counterparts. According to Habermas, the sense of belonging which causes members of a community to participate in a meaningful way is eroded as membership of that space increases and complex administrative structures are put in place.

Methodology

Our qualitative research drew data from two main sources. Firstly, semi-structured interviews were conducted with both the founders and first users of Boards.ie⁵ First users were identified as those who participated in the Boards.ie predecessor WWWBoard and who are still active users of Boards.ie today. In total, 14 people were interviewed for an average of 30 minutes. In addition, data-sets of user numbers from 1998 to 2010 were provided by Boards.ie. This data was analysed for general growth patterns in registered users during this timeframe and illustrates the growth of new member accounts from 265 in 1998 to 120,508 newly registered users by 2010.⁶

3. Figures correct up to December 2010. Source: Statistical Data provided by Boards.ie

4. Quake is a first-person shooter game initially released in 1996 which could be played by multiple players connecting to a single server.

5. First users were identified as those who participated in the Boards.ie predecessor WWWBoard and who are still active users of Boards.ie today

6. Data for new registered accounts in 2011 was only available up to 24/05/2011 and at that time 39,031 new accounts had been registered. (Source: Data sets provided by Boards.ie)

Four of the founders of Boards.ie were interviewed about the following topics: their involvement in the Quake community; their reasons for establishing Boards.ie; their original vision for the site; their role in its development; the challenges they faced; and how these challenges were overcome.

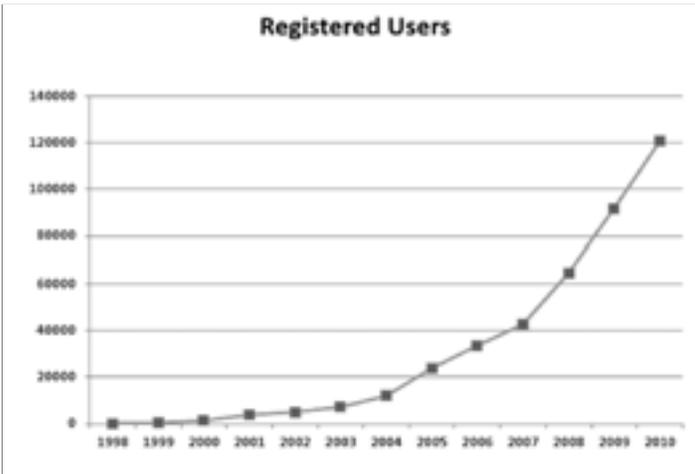


Fig. 1: Growth in registered users of Boards.ie from 1998 to 2010

For data protection reasons, first users were initially contacted by a Boards.ie staff member asking if they would like to participate in our research. Approximately 50 first users responded, but of these only 10 agreed to be interviewed during the time allotted. This represents a small sample of the first user population and we acknowledge that a larger sample would have provided more conclusive data. Time constraints also meant that it was not possible to include a larger cross-section of the overall Boards.ie population in our research.

First users were interviewed about their involvement with the Irish Quake community; their reasons for using the WWWBoard; how they felt about the move to Boards.ie and subsequent changes in its administration; their past and current posting habits; and their experiences of acting as moderators on the site. All interviewees were given an identifying tag in order to ensure anonymity. Therefore, in this report Boards.ie founders are referred to as F1, F2, F3 and F4, while first users have been assigned two-letter tags, for example 'YM' and 'MO'. For example, "F1, L1-10" refers to Founder 1's interview transcript, line numbers 1 to 10.

All interviews were coded and analysed and a grounded theoretical approach was taken to the research. By analysing the inter-subjective experiences of both founders and first users of Boards.ie, we developed a narrative in accordance with the deconstructivist approach to history. According to Alan Munslow (2006), we necessarily filter and interpret information through a variety of subjective lenses, such as gender, race, class and political leanings. Given that interviewees were questioned about

events going back as far as 1998, it was felt that their views would be coloured by retrospective opinion and memory loss and it is acknowledged that this is a purely subjective perspective.

Findings

In analysing the data, both founders' and first users' perspectives on Boards.ie were examined in order to answer the following research questions:

1. How has Boards.ie evolved since its inception?
2. What are the first users' perceptions about this evolution and how has their use of the site changed over time?

In answering these questions, we were able to gain insight into the effect of increasingly complex administrative structures on the user base of a virtual environment.

Boards.ie – Beginnings

Boards.ie has its origins in a forum called WWWBoard which was set up on Quake.ie, the Irish gaming site for players of the computer game Quake. "Quakers" used this forum to communicate about Quake tactics and technology and to arrange matches (F2, L182). As well as interacting online, Quakers also met in person for "Beers Nights" and LAN parties.⁷

The tight-knit community of Quakers who used the WWWBoard was small and homogeneous, numbering between forty and one hundred players (F2, L167; F1, L262) who were predominantly male and from an IT background (F1, L282-218). They distinguished themselves from wider Irish society by their interest in the game and this contributed to their sense of solidarity: "If you were a Quake player and you could play, you were part of this group and... everybody else were norms, you know. They were kind of noobs and common people" (F1, 279-282). Furthermore, because they had to "fight to get their game on" the Quake community worked co-operatively (F4, L67-70) and there was little need to moderate the content of postings on the WWWBoard (F1, L694-717).

From WWWBoard to Cloudboard

However, the WWWBoard quickly became more popular than anticipated and as a result, it became difficult to navigate. In November 1998, therefore, the forum was moved to a free Bulletin Board System which allowed for multiple forums to operate simultaneously. This new online BBS was renamed Cloudboard and the first five forums to be created on it were Linux, Games, TV, Quake and Recreation (F2, L194-195). Its expansion into five similar social units under the structural umbrella of the Cloudboard marked the beginnings of a significant change in this virtual space.

While discussion topics on the WWWBoard had been largely Quake-related, there were now five forums for discussion and as

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7. LAN parties were social gatherings where players brought along personal computers and played against each other. Play at LAN parties was deemed fairer than remote competition as all players would have an equal connection speed.

a result the boundaries of the virtual space became more porous. Players could now post on a number of topics and there was potential for the expansion of the population of users to non-Quakers. Active moderation of the site's content became necessary in order to ensure that abusive postings were kept to a minimum (F2, L205-207).

Evolution into Boards.ie: A Utopian Ideal?

Two members of the Quake community saw potential in transforming Cloudboard into a larger, Ireland-wide discussion forum separate from Quake.ie. One of the founders felt that Ireland of the late '90s lacked a sphere for social interaction and public discussion on an equal basis, and he wanted to create a democratically run community space where "if there's an issue that's of concern to you that you can find people who are just as concerned about it and go do something about it" (F1, L500-501).

As administrator of the Cloudboard, F2 had the technical ability to ground F1's vision in reality and Boards.ie was launched in February 2000 (F2, L306-307). Still viewed by its founders as a "hobby site", Boards.ie did not have any financial backing. However, the servers and software used to host the Cloudboard were already in place and the resources of F1's company were at its disposal.

The founders were anxious to maintain the same community ethos on Boards.ie as had prevailed on the Cloudboard and believed that the site would be largely self-regulating. Power over moderation of the site would be devolved to its user base and the founders' role would be restricted to administrative matters. Users were encouraged to give feedback about the design and running of the site and changes were made on the basis of that feedback (F2, L557-561).

However, as user numbers grew, the founders came under increasing pressure to implement systemic changes to the running of the site, in order to ensure its continuing expansion. The existing servers could not cope with the level of traffic (F1, L916) and in order to finance new servers, it was decided to allow advertising on the site. The founders were determined, however, to get "that revenue in that wouldn't upset the user base" (F4, L1607). For this reason, pop-ads and in-your-face advertising were avoided and advertiser requests that comments in relation to their company and product be censored were refused (F1, L960-1).

Although it had not been set up as a business (F4, L499), by 2003 Boards.ie had evolved into a popular site that required full-time staffing and an administrative infrastructure. Paid technical staff members were hired so that the servers could be administered night and day.

Legal concerns also meant that a more rigorous hierarchy of moderators and administrators was needed to monitor content. As user numbers increased, "the connections" between users became "much weaker" (F1, L691). Users of the site were no longer all known to each other and did not self-regulate their online conduct as the original Quake community had. Boards.ie's profile in the wider Irish society had also increased, and, for legal reasons, it was necessary to monitor the site's content (F1, L858-

9). In keeping with the ethos of user self-rule, official moderators were recruited from within the Boards.ie community itself, either nominated by other users of the site or by site administrators.

In the next section, we look at how these changes affected first users' usage of the site.

First Users' Perspectives on the Evolution of Boards.ie

Most of the first users who were interviewed felt that the initial transition from the Cloudboard to Boards.ie was inevitable since discussions on the Cloudboard had begun to veer into territories other than Quake. Therefore, when it was announced in February 2000 that the Cloudboard had been moved to Boards.ie, "it really didn't register" (GK, L189). In the beginning, Boards.ie was still small enough that users could post in, or peruse, every forum and the community ethos which had governed interactions on the Cloudboard remained intact. As it expanded, however, more and more forums were created under the structural umbrella of Boards.ie and first users report a consequent decrease in the sense of community:

I perhaps wouldn't be involved quite on the emotional level that people would have been back then. So people are more detached to it now, it's just a group of people rather than perhaps a smaller community where you kind of knew everyone, probably knew most people to a degree on kind of first name terms. (RHF, L199-202)

In the late 1990s, their desire to "get their game on" and the difficulties this entailed meant that Quakers were willing to devote a lot of time and energy to the organisation and administration of Quake games and meets. Today, however, Boards.ie is professionally administered and it is now perceived by some to be a corporate rather than a community-run space (RHF, L345-349).

Although first users report that they participate less actively in Boards.ie today than they did in the past, most state that this is partly as a result of changing priorities and interests over time. Many now have families and jobs and have less time to devote to online concerns (YM, L361-362). In contrast to the sense of community Boards.ie used to offer, first users now view the site as a vehicle for *information exchange*. Its benefit as an information resource or as the "Irish Human Google" as one user described it, is widely acknowledged. In particular, users find it a valuable source for local information: "If I'm looking for information, anything Irish really, and you do refine your search to Ireland you will see - there will be a topic with Boards.ie" (YM, L395).

Discussion: A Habermasian Perspective into Boards.ie

In his *Theory of Communicative Action* (1987), Habermas contends that members of tribal societies work co-operatively for the common good because they feel a sense of belonging to a close-knit community. In modern societies, however, administrative and governmental structures are further removed from the grasp of common people. As a result, our sense of belonging has diminished and we are less likely to contribute in a mean-

ingful way. Habermas maintains that this transformation is inevitable; the idea of the public sphere, as a space where participants engage as equals in rational discussion in pursuit of truth and the common good, is merely Utopian, “an inclusive and egalitarian vision of society worthy of pursuit, but never realized” (Finlayson, 2005: 12).

Our study of Boards.ie indicates that Habermas’s theory of community dissolution also holds true for virtual communities. Boards.ie has its origins in a close-knit group of Quake gamers who worked co-operatively for the good of other members of that subculture. Outwardly, the founders of Boards.ie are committed to maintaining the same community ethos on Boards.ie today as in its earlier incarnations, the WWWBoard and the Cloudboard. They do this by including their users in the decision-making process and by recruiting moderators from amongst respected users of a particular forum. Nevertheless, as the site has expanded and a more complex administrative infrastructure has been put in place, the productivity and reliability of the site has increased, but there has been an inexorable decrease in social equality between all participants in this virtual space. First users report a diminishing sense of community on Boards.ie and also a reduction in their frequency of usage. According to Habermas’ theory (1987), this dissolution of community bonds is a natural consequence of Boards.ie’s expansion and success.

If Boards.ie is to continue to flourish, we recommend that its administrators transparently maintain its value as a space for information exchange without corporate interference. First users of the site report that they continue to use Boards.ie today as a valuable source of local information. While moderation of the site is largely deemed necessary by first users, they want censorship of content to be kept to a minimum. The ability to find information and opinions on a wide variety of topics from peers’ postings, rather than by official and corporate concerns, is vital to preserve.

Conclusion

In focusing on the evolution of Boards.ie from a small subject-specific forum into a large general forum, our findings indicate that virtual communities are fluid in nature. The sociological framework of Jürgen Habermas (1987) allows us to draw parallels in how online communities evolve in a similar way to their non-virtual counterparts, from close-knit tribal groups into complex, modern societies.

We recommend that further research into user perceptions of Boards.ie is necessary in order to validate our findings that the observed Habermasian pathologies have infiltrated user interactions on the site. Interviews with a larger cross-section of the overall Boards.ie population would help to achieve more cohesive findings. Furthermore, comprehensive research into the

evolution of virtual societies would require in-depth study of other online forums which have evolved from small community forums into general discussion forums.

Finally, our findings also indicate that despite the perceived decrease in community spirit on Boards.ie, it is now valued as a trustworthy information source and knowledge base. It remains an open question whether all online communities will indeed necessarily experience the Habermasian disintegration of a tight-knit community into the utilitarian, corporate influenced forum that Boards.ie now represents. Nonetheless, we believe our analysis demonstrates how success, in terms of adoption rates, generality, profit, and size, for an online forum is a double-edged sword—one that cuts both ways for the very actors who have played a pivotal role in establishing Boards.ie’s phenomenal success story.

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Note: Full details of questionnaires, survey method etc. are available from Róisín Tangney: roisin.tangney@ucdconnect.ie

Developing a Web Based Integrated Library Catalogue System for the National Print Museum

Colm O'Connor



Abstract

This article describes the implementation of a web-based integrated library catalogue system at the National Print Museum, Dublin. The library catalogue was built using LibraryThing, a web-based, low cost, user friendly social networking cataloguing tool that allows development of a library's assets as well as an online platform for sharing other libraries' collections. The benefits of using LibraryThing as a valid resource for libraries with limited budgets and staffing constraints are considered.

Keywords: *LibraryThing, Library Catalogues, Social Networks*

The National Print Museum collects, documents, preserves, interprets and makes accessible the material evidence of printing craft in Ireland. The library at the museum is a small specialist reference library with just over one thousand items. Books comprise the largest part of the collection, but the library also holds journals, pamphlets and newspapers relating to printing and associated crafts.

In February 2011 the author took on the role of Museum Librarian, on a voluntary basis. At this time the library's catalogue consisted of an Excel spreadsheet. This was unwieldy to

work with and had limited search-ability functions. It was only available to internal users with no access available to the public. The author decided to address these challenges by developing a system

that was user friendly and fit for purpose.

It was decided to explore the possibility of a web-based catalogue. The solution needed to satisfy two primary considerations. Firstly, the software needed to be either free or very low cost and secondly, the software needed to be user friendly for both administrators and end users of the system.

The museum first considered using an Open Source Library Management System (LMS) OPAC module such as Koha, OPALS or Evergreen. Open Source Software (OSS) is software for which the source code is freely available and which can be modified and distributed, subject to certain provisions. There are initial monetary benefits as OSS does not require a license fee. The

functionality of open source OPACs has also won plaudits (Breeding 2009) stated that the OPACs of both Koha and Evergreen (two of the most widely used Open Source LMSs) 'offer some of the features expected in next generation interfaces such as faceted browsing, relevancy ranked results and display of cover art'.

However, there are disadvantages to using OSS. While the initial purchase price of the software is generally free, Boss (2003) warns that using such software can often result in unanticipated costs: 'a library may find it needs to do a great deal more work than anticipated to adapt the software to local needs...considerably more staff expertise and time may be required to use it'. Cervone (2003) also points out that technical support costs for Open Source Software 'can be more than the costs for equivalent commercial software'. Payne and Singh (2010) note that there is a lack of research available on the "impact, functionality and effects of OSS implementations in library or information access and retrieval environments". Until this has been addressed, many libraries will feel uncomfortable committing themselves to OSS. As the National Print Museum had a limited budget and a single librarian without advanced IT skills, it was decided that using an Open Source OPAC was not feasible.

The museum then considered web based cataloguing software. This is software that allows libraries to catalogue their books and share their catalogue with the online community. There are a number of sites offering an online cataloguing service: popular sites include LibraryThing, Goodreads and Shelfari. All of these sites offer a low cost, user-friendly online cataloguing service. Ultimately the museum decided that LibraryThing best suited its needs. That Shelfari and Goodreads are both ad supported while LibraryThing is advertisement free was one factor in the decision as was the fact that a number of libraries worldwide had successfully developed online catalogues using LibraryThing and had reported positive results (Hvas 2008, LibraryThing 2012, Walser and Van Tine 2008). In Ireland, both Institute of Technology Tallaght (ITT) and Waterford Institute of Technology (WIT) have employed aspects of Library Thing to enhance their catalogues (*Irish Library News* 2010)

About LibraryThing

LibraryThing is a web-based, low cost, user friendly social networking cataloguing tool that enables development of a library's assets as well as providing an online platform for sharing other libraries' collections. It was created by web developer Tim Spalding in 2006 and as of December 2011 had 1.4 million users and over 50 million individual books catalogued into its system (LibraryThing.com 2011). LibraryThing offers excellent value for money; the museum purchased a lifetime organizational account, with a limit of 5,000 books, for just \$25. LibraryThing is also extremely user friendly as it was originally designed with personal users in mind (Ishizuka 2006).



Figure 1. LibraryThing

Building the catalogue

The process used to build the catalogue was straightforward. The first step in cataloguing a book was to search LibraryThing's database. LibraryThing receives its book information from almost seven hundred sources, including Amazon and Library of Congress. The users of LibraryThing also provide data such as tags and reviews as well as their own book records. The databases can be searched in a number of ways: by author, title or ISBN. Clicking one of the returned book results adds that book to your catalogue.

The quality of the data in each book record varied according to the database from which it was retrieved. While Library of Congress records can be deemed trustworthy, Walser and Van Tine (2008) noted that, 'there is no way of ensuring that Amazon.com would adhere to any Authority control in its data input'. To ensure consistency in the library's metadata, it was necessary to edit the bibliographic information of each book after it was added to the catalogue.

If a book cannot be found in LibraryThing's databases it can be added manually using a blank manual entry form. As the majority of the books in the museum's library are quite rare, most of the books were added to the catalogue by this method. A disadvantage of adding books manually was that it was time consuming, taking approximately 5-10 minutes per book.

An alternative to adding books individually is to use the mass import feature. This allows multiple records to be added at the same time using an Excel spreadsheet. In practice this feature was not of great use to the museum's library. For books to be added to the catalogue each record in the spreadsheet must have an ISBN. The majority of books in the museum's catalogue, due to their age and the fact that many have been printed privately, do not have an ISBN. Even when books did have an ISBN the added record would still require additional editing of the metadata. The museum found that using the mass import feature was not significantly quicker than importing books item by item. For other libraries however, with more accessible or common books, the mass import feature may well prove very beneficial.

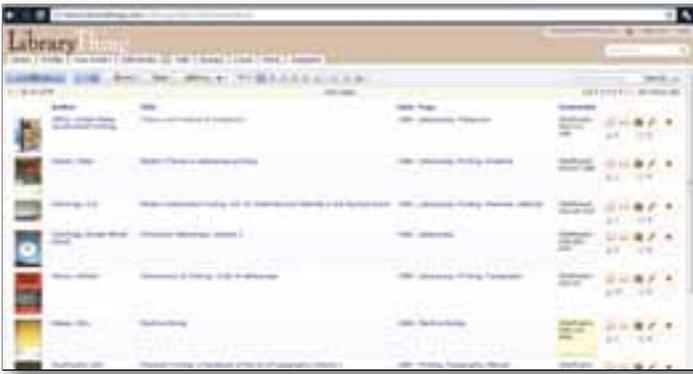


Figure 2. List view and classification

The museum encountered some difficulty adding the classification of the book to the book record. LibraryThing only provides fields for Dewey or Library of Congress classification. However, the Print Museum uses an internal classification scheme. A workaround solution was found by adding the classification of each book to the comments field, preceding the classification number with “Shelfmark:” (figure 2)

Book covers add a pleasing visual element to the LibraryThing catalogue. LibraryThing has over one million book covers catalogued in its system (Hadro 2008) and covers can also be retrieved from Amazon. Users can choose from a selection of covers for each uploaded book or manually upload their own covers. Most common books will already have a cover photo in LibraryThing’s databases but the rarity of many of the museum’s books necessitated the photographing and manual uploading of many book covers.

On an average working day 40–45 books were added to the catalogue. Overall the project took a single librarian about 160 hours.

The Catalogue

Profile home page: Each LibraryThing member has a profile home page. Here the museum entered information about and contact details for the library (See figure 3). The profile page also acts as a portal into the catalogue through the embedded search box.



Figure 3. Profile home page

Customisable catalogue: The layouts of LibraryThing catalogues are extremely customisable. In figure 2 the standard list

view can be seen, displaying the museum’s preferred fields of ‘Author’, ‘Title’, ‘Date’, ‘Tags’ and ‘Comments’.

There is the option of displaying other fields such as ‘ISBN’, ‘Rating’, and ‘Dewey Decimal Classification’ as well as many others. On the right hand side of the page there are links to social networking information, such as user reviews and other users who share the same book and also to editing options. Other views include the ‘cover view’ (figure 4) and the ‘tag view’ (figure 5). Libraries can set a preferred viewing style and layout and visitors to the catalogue are encouraged to use this through a pop up which appears when they access the catalogue.



Figure 4. Cover view

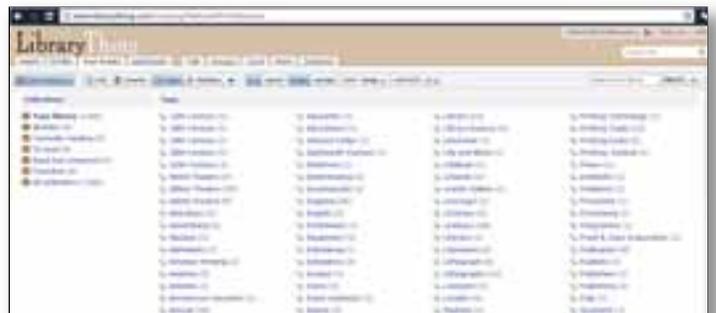


Figure 5. Tag view

Tagging: Tags are an important element of LibraryThing. When adding an item to their library, users are invited to ‘tag’ the item with keywords they feel best summarise that resource. Tags are a means of allowing users to create their own personal vocabulary, as opposed to relying on rigid, strictly controlled vocabularies such as Library of Congress subject headings. Collections of user tags are called ‘user vocabularies’ or ‘folksonomies’ (Vander Wal 2007). Lu *et al* note that the use of personal tags can aid in information retrieval: ‘In social tagging systems taggers and searchers at the same time, therefore the probability that indexers and searchers will agree on the subject of a given resource and use the same combination of terms to express the given subjects would be higher in social tagging systems than in other indexing and metadata creation systems’. Other advantages of tagging include the fact that personal vocabulary adapts quickly to new concepts and terms (Mathes 2004) and that users are empowered through participating in the cataloguing process (Lu *et al* 2010).

Tagging as a means of indexing resources has also attracted some criticism: Guy and Tonkin (2006) state that user generated tags are often imprecise and overly personalised and 'the result is an uncontrolled and chaotic set of tagging terms that do not support searching as effectively as more controlled vocabularies do'. The museum attempted to overcome this potential problem by tagging consistently and objectively.

Mathes (2004) notes that the barriers to entry to systems using personalised tagging are lower than those using controlled vocabularies; participating in these systems 'is far easier in terms of time, effort and cognitive cost'. As the Print Museum only had one librarian with a limited timescale for the project, this was a particularly attractive aspect of the tagging system used by LibraryThing.

Social Networking

In addition to its cataloguing tools, LibraryThing also has a number of social networking features. LibraryThing offers book recommendations based on your collection and enables libraries to connect and form online communities with others who have similar interests. There are active forums and book groups within these communities encouraging interaction between users. LibraryThing also gives users access to reviews and ratings and also offers statistics about your collection. Though useful, LibraryThing's social networking features are not compulsory; there is the option of keeping your catalogue private. This option is useful for those not wishing to display their catalogue before it is finished.

Conclusion

The implementation of the OPAC has been very successful. The library now has a user friendly, professional looking and easily searchable catalogue. The goal of creating a user friendly and fit for purpose catalogue was achieved within four months by a single librarian. Awareness of the library has increased and the catalogue has generated considerable interest in the library both from librarians and the general public. A number of librarians from across the country have been in touch with the author with regard to implementing a LibraryThing catalogue in their libraries.

This project demonstrates that much can be achieved by just one librarian working on a voluntary basis. At a time when many libraries are facing monetary difficulties the author hopes that the success of this project provides evidence that library service levels can be maintained and even enhanced despite a limited budget.

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One-Person Librarians and Continuing Professional Development: how the LAI can make a difference

Abstract

Continuing Professional Development (CPD) is increasingly regarded as a crucial component in a person's working life. No true professional can rely on their initial education alone – be that an apprenticeship or a university degree. Current economic uncertainties further exacerbate the need for keeping up with new developments and the acquisition of new skills. In Library and Information Science (LIS) this reality has been well-recognised and many associations, including the Library Association of Ireland (LAI), offer formal CPD opportunities. One-person librarians (OPLs),¹ usually report to a non-librarian line manager, and, therefore, face many barriers with regard to attendance at events or professional development opportunities, particularly those which happen outside their immediate organisations. They frequently do not have someone to provide cover in the library, do not have a budget for training, do not have another librarian in the vicinity to ask questions, and are often not seen as professionals. Yet as frontline staff they need to be all-rounders who are able to deal with a vast variety of requests in a constantly changing information and research environment. Despite the prevalence² of such library workers they are very rarely the focus of research in LIS.

Keywords: *Continuing Professional Development (CPD), One-person libraries (OPL)*



Eva Hornung

OVER THE LAST FEW DECADES, CPD has become a more widely explored field of investigation, mainly in nursing studies, adult education and management, but also in LIS. Many studies have been published which examine different aspects of this question such as the effectiveness of CPD measures, the impact of CPD on the individual worker and their organisation and the learning environments for adults and mature students. Interestingly none of these research projects asked fundamental questions: how do people actually experience CPD? What does CPD mean to them? What kind of CPD is perceived to be effective?

1. For the purpose of this study OPLs were qualified LIS professionals who were the sole information providers in their respective organisations operating with or without clerical assistance. They are also known as “solo librarians”.
2. One OPL expert, Judith Siess, estimated that one in three professional librarians worldwide is a solo librarian (Siess, 2003).

This article argues that these questions need to be better understood in order to support OPLs with targeted CPD measures. Based on the findings of some recently completed research conducted in the Republic of Ireland³, the paper will give a short introduction to phenomenography, the chosen research approach, an approach that is not widely used in Irish research. It will then outline the research project. The main part will reveal some of the recommendations made by OPLs. Finally, some questions for future discussions will be raised.

Research approach: Phenomenography

Two main research questions had emerged from the literature review which had covered Irish and international studies:

1. What are the Irish OPL librarians' conceptions of CPD?
2. How do OPLs in Ireland experience different methods of CPD?

The researcher had investigated several research approaches and decided on phenomenography, since it has at its heart the variation in perceiving a phenomenon. It argues that for every concept there are qualitatively different ways of understanding it and that these conceptions can be organised into categories. What is more, each category displays dimensions of variation which are aspects that are common to all categories but are experienced in a different way. Thus the result of a phenomenographic study is a so-called "outcome space" which captures the relations these categories have to each other and also the dimensions of variations within each category.⁴

So the focus during data analysis is not on the individual, who may hold different views about one single phenomenon, but rather on the differences between conceptions of phenomena (Limberg, 1999). Its ultimate aim is

"...to explore the range of meanings within a sample group, as a group, not the range of meanings for each individual within the group." (Åkerlind, 2005:323)

Phenomenography developed in the field of education through the work of Ference Marton and his colleagues at the University of Gothenburg in the 1970s. In LIS it has been used in studies on, among others, information literacy (e.g. Bruce's 1997; Boon, Johnston and Webber 2007; Andretta 2007).

About the project

Phenomenographic research is usually of a qualitative nature and employs between 15 and 25 participants. This study chose maximum variation sampling (Patton 2002). OPLs were recruited through calls posted at various Irish library websites and in newsletters. The main source of data was semi-structured interviews which lasted between 35 and 110 minutes. The researcher followed an interview guide, which had received ethical clearance from the University of Sheffield and had been tested during the pilot study.

Main data collection took place between September 2008 and June 2009 in venues across the Republic of Ireland: libraries, meeting rooms, cafés, pubs and even an airport restaurant. 30 OPLs took part representing all four provinces, a range of library settings, both genders and a huge variety in terms of work experience.⁵ Nearly all interviewees (27) were members of the LAI, with 13 being members of LAI and at least one other association. 24 librarians were Irish citizens, the remainder were from the UK, other European countries or from outside Europe.

Gender:	5 men, 25 women
OPL experience:	8 had 0-2 years of experience, 22 had 2 and more years of experience
Location (rural/urban)	11 rural, 19 urban
Location by province:	1 Ulster, 1 Connaught, 9 Munster, 19 Leinster
Settings:	Health: 9, Special: 9 ⁶ , Academic: 6, Corporate: 3, School/Public: 3

Table 1. Summary of some of the variables

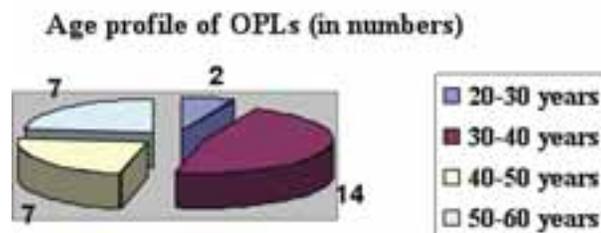


Figure 1. Age profile of participants – age brackets

All interviews were transcribed verbatim by the researcher. Member check, which allows informants to give feedback on their interview transcripts, is not widely practised in phenomenography as the focus is on variation experienced across a

3. 'The current state and perceptions of one-person librarians in Ireland of continuing professional development', Information School, University of Sheffield, 2011. This article was written in a personal capacity. Please contact the author at evihornung@yahoo.com.
4. This is a very short summary of phenomenography. There is more to it: a conception for example has a referential and a structural aspect. Please see "further reading" for more in-depth information.

5. Anecdotal evidence suggested two years as a cut-off point for "new to the OPL world" as many librarians remarked that it took them that length of time to feel established in the library.
6. The special libraries operated in the agricultural, manufacturing and services industries and were based in NGOs, government departments, corporate environments, semi-state bodies and learned societies.

group of people. Nonetheless, interviewees were offered a copy of their transcript. All but two declined.

Data analysis involved many steps. In order to make it as transparent as possible, the researcher kept notes throughout about the different steps and decisions she took. Two notebooks were filled with summaries, another one with ideas and procedures. The researcher read all interviews several times and chose a subset of five interviews to start. She cut transcripts along the structure of the questions posed and used them as headings under which to group statements, but realised quickly that different kinds of groups started to emerge, which formed the base for the initial categories (drawing on the analysis of the subset). These 'categories' became even more apparent with the rest of the batch when more emerged. These were discussed at several meetings with the supervisor and another research student, who played "devil's advocate".⁷ The final categories of description and the dimensions of variations will be briefly introduced in the following part as they form the base on which to understand the recommendations on how the LAI could support OPLs were made.

Ways of perceiving CPD

After several cycles of analysis the following categories emerged and were identified as follows:

Categories of description: CPD is...	
Category 1:	Upskilling for the sake of the organisation/library service (service orientation)
Category 2:	Developing as a professional librarian (LIS profession orientation)
Category 3:	Helping you to do all the jobs an OPL does (OPL orientation)
Category 4:	When you have learned something and you want to do things in a better way when you come back (personal orientation)
Category 5:	Your development as a human being (lifelong learning orientation)

Table 2: Overview of categories of descriptions

Furthermore, the researcher found the following dimensions, each of which was present in every category, albeit with a different focus:

Dimensions	
Dimension 'role'	responsibility, motivation and support
Dimension 'time'	current job or career or life in general
Dimension 'style'	formal or informal with examples
Dimension 'networking'	types of networking, reasons for doing it

Table 3: Dimensions of variations

It is beyond the scope of this article to further elaborate on individual categories.

Of interest here is the networking aspect which was very strong across all categories. The 'what' and 'how' of networking were done in different ways in each of them, but the librarians had some general ideas on how the LAI could enhance possibilities for cooperation. The next section will outline some of these. The different methods of CPD, which emerged in the 'style' dimension, also depended on the category and perhaps to some extent on individual learning styles, but some general recommendations will be reported here. This article will not go into details about what constitutes 'formal' or 'informal' CPD for these librarians.

Recommendations for the Library Association of Ireland

So what kind of recommendations did the librarians make?⁸ Four areas for potential improvement will be introduced here. It should be noted that considerable time has elapsed since the end of data collection and that individual sections of the LAI may already be in the process of implementing some of these suggestions. The researcher also believes that they might be of interest to practitioners based in larger libraries.

1. Networking opportunities

All OPLs participated in some form of networking. Depending on the category this ranged from ringing and emailing other librarians, attending conferences in order to meet colleagues to attending informal networking evenings organised by the Academic & Special Libraries' Section of the LAI. Being a committee member, either within the LAI structure or in another professional group, was particularly important to category 2, whereas category 1 relied more on networking within their respective organisations. Meeting other librarians was somewhat tricky for these OPLs as their peers often worked for the competition.

The reasons why OPLs connected with others were diverse. For some a specific work problem triggered a need resulting in a sharing of information with experts. Others engaged with their librarian colleagues to hear about jobs; to feel like a professional; for motivation, feedback and encouragement and occasionally to let off steam.

For the LAI to provide specific opportunities for OPLs to network would be nearly impossible as adult learners seem to follow their own individual ways to develop professionally and personally.

"And they had such knowledge and, I mean, I learned so much from those people. And they weren't qualified at all, like they weren't qualified librarians and they had such knowledge to give and you'd learn it from everybody you meet. So you just

7. For more details please contact the author.

8. These are extracts from the interviews. Words in italics show emphasis. The numbers in brackets refer to the counter on the tape. Highlights in bold by the author.

pass it on, it's exchange. And pass the information on. There's no point [it being] clogged up here [points at head], you know. [...] And the more people you can pass it on to, the more the information disseminates out there." Interviewee 30 (00:38:27)

Some OPLs based outside Leinster felt that there was a lack of choice of training courses and that more could be offered in other parts of the country through the groups and sections. Geographical isolation was mentioned quite frequently. This is something the LAI might be able to tackle. The next point could show the way forward to rectify this deficiency.

2. More online courses and support

Training courses are usually run during the day making it difficult for the OPL to attend, which is why the online variety is increasingly being used in other countries:

"In other words an online course for librarians and they do them every two years, and that was great! Because they pick people from Britain and Ireland, I don't know where else, and they're make contact with them and you do projects altogether and you send things back and forward and, you know, that could be the way forward, it's a great way of dealing with people like us." Interviewee 7 (00:22:43)

There is certainly scope for developing a similar approach here in Ireland as librarians in bigger libraries could also participate, thereby creating a critical mass of participants. This might be of interest to commercial providers in conjunction with the LAI. In the researcher's opinion the following suggestion would be a good starting point to address this issue. Furthermore, it would provide additional networking opportunities for OPLs:

"Some kind of formal point where you could go to and find out about CPD. But for the LAI to take some kind of control of CPD, they're the most logical people and for them to take CPD on board... had a section on the website, a discussion forum where people could share knowledge and information, that would be a start..." Interviewee 29 (00:49:54)

"But I think, definitely, it would be quite useful if they had even some kind of forum for one-person libraries, where they could just log in and have a look and see what other people are doing...you can look at it and you can see what the other queries were..." Interviewee 29 (00:41:33)

Since completion of this project the LAI website has undergone some updates. There are regular postings on CPD opportunities. Additional features, such as integrating an online forum as outlined above, could provide valuable networking opportunities.

3. Accreditation of activities: moving towards a compulsory CPD scheme?

Librarians in category 2 in particular mentioned accreditation of CPD activities. There were conflicting views on whether or not there should be a compulsory CPD scheme that professionals would have to follow in order to 'remain qualified'. This was possibly influenced by how much emphasis other professionals in the librarian's organisation put on their own CPD:

"[...] I think it would have to be the Library Association of Ireland... because they're the only ones... they would have to say... that if you want to keep it up, ehm, yeah, "you've got to attend so many CPD sessions in a three-year period or in a five-year period or whatever and you have to produce the certs within that", maybe to keep up your membership or something, so that if you don't do CPD, you're no longer a member of the LAI." Interviewee 21 (00:29:52)

Another OPL was opposed to the idea on grounds of people just going through the motions and cautioned:

"... we're discussing this at the moment, whether it should be compulsory or not and I'm not sure what I think about that. I think perhaps not, because if you're kind of forcing people to do things, I think that distracts from it somehow and that people just do it, because they have to and it's like ticking a box, you know, while something like an informal type of CPD might be as useful or more useful than an actual, getting a certificate. And I think that perhaps, just encouraging people to do it, rather than obliging them, yeah, that would be the way to go, you know..." Interviewee 12 (00:33:38)

In the main, however, accreditation of different forms of CPD by the LAI was something that many librarians agreed with as it could help 'sell' them to management:

"[...] You see, well, in the [mentions employer], librarian isn't a protected profession, it isn't a protected job title, so, you know, unless there is some requirement to do CPD, to be continued to be registered as a librarian, if you like, then organisations are not going to put funding into it." Interviewee 19 (00:24:28)

4. Promotion of the profession through CPD

CPD was seen as means to promote the LIS profession not only within the respective organisation, but also in the wider world. The role of the librarian is changing and many OPLs are now working as teachers and trainers as part of their daily duties. The OPLs felt that the LAI could play a crucial role here:

"Perhaps that the push should come from the Library Association to have more recognition for that sort of area [CPD] or more recognition of the profession in general. I think the image of the librarian is not great [both laugh] at times. I mean people actually have respect for them, I suppose, but, yeah, the image is a bit old-fashioned [laughs]. So maybe the, the LAI should be doing more to kind of just promote the whole variety of areas that librarians work in, and, that it's not just the public libraries, which is what everybody immediately associates it with [...] So maybe a bit more promotion of the

profession in general and then maybe, you know, employers would even see the value of it more... If [the LAI] even could help individuals to promote themselves or promote the library function within an organisation, because sometimes it's not really seen, it's probably the immediate users of the, it might be a small group that use it a lot and they can see the value of it, but maybe the management don't actually make use of the library services and can't see how useful it is to have a good librarian, who knows what they're doing..." Interviewee 11 (00:37:12)

"And they're having to train people then on things and I know [mentions type of library] librarians are not really given much training on how to do that either, so, again, that's something the Library Association could pick up on... I was talking to somebody, he was from [mentions organisation] or somewhere and he said he's more a trainer now than a librarian, a huge part of his job is training... actually training is a dedicated skill in itself. And it would be good to have the opportunity to learn, I don't need it in my role at the moment, but it would be good to have a setting where you could learn training skills for librarians and that. There's definitely a need, you can see that." Interviewee 29 (00:19:41)

Where to now?

This research provides an insight into solo librarians' conceptions and experiences of CPD. No "one size fits all" approach towards CPD is advisable as people's experiences and needs vary. Nevertheless there is some obvious room for improvement for the LAI.

New avenues of providing CPD are needed, as has been mentioned by one of the OPLs:

"... it would be good if the Library Association, even if you could pay a little bit more in your subscription, but if that went into the training fund... In one of my previous jobs, what they used, it was a big company and what they used to do was they were training, say, five people out of a hundred in a skill and then they would be super users. So if the Library Association could even do something like that and fund five people in certain skills and then those people obviously would have to be voluntary or whatever, but people could pay a nominal fee and then those super users could spread those skills to people who needed it." Interviewee 29 (00:24:12)

This approach might also offer a cost-effective way of teaching librarians training skills. The author believes that there is a wealth of expertise within the wider LIS community. The President made remarks akin to this in her address to the Academic & Special Libraries Section's AGM in June 2011.

All groups and sections, as far as they are not already doing this, should think about reaching out to their solo librarians. By holding training courses in the evenings or at weekends new members might be able to attend. The Western Regional Section has held several virtual meetings so far, which suited remote location participants. With advancements in technology the LAI could perhaps investigate podcasting and videoconferencing, or even organise a Webinar.

One idea that could become reality fairly quickly is a dedicated web forum for OPLs. This platform could use existing Wiki technology or something similar. Should it turn out to be feasible, inexpensive and effective it could be extended to all LAI members.

The debate about a compulsory CPD scheme is certainly going on within the wider LAI community. As financial and competition pressures mount, and with them the need to justify our work, it is something on which we as information professionals need to focus. The author would like to promote the idea of a national policy on CPD for all librarians and would welcome a discussion with interested parties on this or any of the above issues. She is aware of the fact that the Education Committee has already created a CPD learning portfolio and that their Associateship and Fellowship qualifications recognise the importance of CPD. We need to encourage all LIS professionals to participate in these schemes.

OPLs form an important group within the LAI. As the professional body for all library and information professionals in Ireland we should ensure that their needs are being met. The enthusiastic and highly skilled participants of this study deserve nothing less.

Eva Hornung, Dipl.-Bibl. (FH), MLIS, PhD, ALAI, MCLIP is Chair of the Academic & Special Libraries Section, Library Association of Ireland

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Andrea Kelso,
Stewarts Care Staff

Value added : Case study of a joint-use library

Abstract

This article describes how a joint-use library grew out of a desire to increase access to the existing library for medical students in all the disciplines of Intellectual Disability (ID), to provide for social inclusion by catering for the service users with ID, alongside an initiative to have a part-time public library service in Palmerstown, Co. Dublin.

Keywords: *Joint-use libraries, Ireland; Healthcare libraries- Intellectual Disability*



Siobhan McCrystal

The Concept of Joint-Use Libraries

Bundy (2003) defined the joint-use library as

“A library in which two or more distinct library service providers, usually a school and a public library, serve their client groups in the same building, based on an agreement that specifies the relationship between the providers”.

Since Bundy offered this definition much has been written and many new models have emerged in the area of sharing resources and space in order to roll out the library to its communities. Sarah McNichol (2008) in *Joint-use Libraries: Libraries for the Future*, describes the variations that exist in the U.K and elsewhere. She gives credence to the notion that

as new models are being constantly developed, the concept of joint-use may well become intrinsic to all libraries in some shape or form.

McDermott (2008) in her article *Branching Out: a decade of Achievements, 1997-2007* notes “sharing facilities is a developing trend.” She goes on to list the various Irish libraries that already share space with arts centres, theatres, courts, local government offices and many others.

In a recent report *Reaching Out: The Public Library serving the Community* (2011), Meath County Library Service looked at the joint-use library for the purpose of their specific research into the context of “the sharing of public library facilities with other agencies and/or groups within the community”. Several examples of Irish public libraries which are joint -use, co-located, collaborations or multidisciplinary are given.

Stewarts Library in Palmerstown offers a unique model of joint use. It is a partnership between a Public library Service and an Intellectual Disability (ID) Service. Stewarts Hospital, as it was formerly called (now Stewarts Care Ltd.), is a well established provider of care to adults and children with ID, employing many local people. With a staff of more than 900, it offers care to people with all levels of ID. Some service users are residential while many attend day services. See www.stewartscare.ie for the wide range of services managed by Stewarts.

An international conference on joint-use libraries was held in Manchester in 2007. It attracted 100 delegates from all over the world, all of whom manage joint-use libraries. Although unable to attend, it was very reassuring to know that I am not alone and also most interesting to note the various combinations of libraries and information services.

Background

Before the partnership, Stewarts Care had a medical library which was accessed primarily by the medical staff and nursing students. It is a training hospital for Trinity College Dublin Nursing Students in Intellectual Disability (ID) and takes medical students from other disciplines on placement. Stewarts needed a modern information service to support education and research in all disciplines pertaining to ID (speech therapy, psychology, psychiatry, occupational therapy, nutrition, physiotherapy, social work etc) as well as nursing. It was to be professionally run and made accessible to all and most especially to the service users with ID and their carers. In 2000, this was new ground.

Simultaneously, the public in Palmerstown wanted a local library as they used libraries in neighbouring Ballyfermot (Dublin City) and Lucan (South Dublin County Libraries). A partnership with Stewarts Care was a means of bringing a public

library to the area. In the past Intellectual Disability might not have been seen as a likely partner for public libraries but with a new era of thinking in the management and care of people with ID emerging, a shared library seemed a good choice to assist integration of people with ID into ordinary rather than specialised networks (McConkey, 2007). To offer a library service to the public in the community would aid the process of social inclusion.

South Dublin County Libraries is the public library partner with Stewarts Care. In the early stages of development, there was a suggestion that a third party might come on board to make it a

‘To offer a library service to the public in the community would aid the process of social inclusion.’

tripartite library. That did not transpire but the momentum was there for a new and different approach. The library is inherently user centred and has changed and evolved over the years to meet the needs of its users. Future partnerships cannot be ruled out.

Consortia, Library Management Systems (LMS) and Information Technology (IT)

At the outset the Galaxy library management system was installed and the existing medical stock added to the catalogue and subsequent new material added to that. Developing a healthcare library necessitated access to current medical literature. The optimal solution to this was to consider consortium purchasing for databases. At a Health Sciences Libraries Group (HSLG) conference in 2001, the basis of Intellectual Disability and Allied Libraries (IDAAL) emerged, as a group of five librarians struggled to provide expensive resources for our respective ID organisations. After much negotiating with suppliers, we launched our website www.idaal.com with the support of Minister Mary Hanafin in 2002. The collective shares the cost of databases, collaborates on journal purchasing and supports research and study in ID. Ten years since the launch of IDAAL, a sixth partner has come on board bringing new skills and extra bargaining power to the group.

The Stewarts Care Library has a suite of six PCs and WiFi. Service users access the internet quite often. While there is limited space people with laptops and iphones usually manage to find a space. The IT facilities are well maintained and were provided initially by Stewarts. However, in 2011, SDL took over the management of this service. The SDL system (eNvisionware) upgraded the Library to a faster and more public friendly system without the restrictions imposed by Stewarts IT policies. The connection is really good and the wealth of public library resources is excellent. Of course, we have more members of the

public accessing it but that is precisely what the partnership is all about.

Collection Development

As a library that is actively used by people with ID and often physical disabilities, specialised material such as multi-sensory books, music, bag books, story sacks and software feature highly in the development of the service. This is ongoing as new media and resources become available. The book stock is the property of South Dublin Libraries including all the aforementioned specialised resources. They do all the ordering and much of the selection except for the more esoteric material, often medical, that we would suggest for purchase. They allocate an additional modest budget annually for our own specific stock replenishment.

The entire medical book stock is integrated and catalogued into the public library stock on Open Galaxy. The cost of the medical journals, databases, newspapers and magazines are met by Stewarts Care Ltd. These are not integrated into the main catalogue but are available to the public for onsite use.

SDL provide the acquisitions, book servicing, cataloguing support, and the interlending service between other libraries and British Library that a branch library would expect. This support frees up staff to manage the day to day running of the library. It also allows us to allocate time to medical queries and requests. Our IDAAL and HSLG networks support our borrowing and lending between other healthcare libraries. It is a daily balance of both, often chasing a fiction request and a journal article at the same time.

Staffing and Staff Development and Wellbeing

The Librarian and part-time library assistant are employees of Stewarts Care Ltd. We have one service user who works for an hour in the Library in the afternoons and one dedicated helper who takes our book returns to Trinity accompanied by his guide dog, who incidentally, has a little rest area behind our issue desk when required (the dog, that is!).

The Human Resources Department support in-house training and will fund attendance at Continuing Professional Development (CPD) HSLG courses. Stewarts own the building and are responsible for insurance, heating, maintenance, and health and safety. The library has 24 hour security as it is within the grounds of the main campus. There is free parking nearby.

Users and Events and Services

The library answers to the protocol set out in the Stewarts Library Policy which is overseen by Stewarts Care Ltd. The organisation is dedicated to the upholding of the welfare and

dignity of all its service users and that is something that pervades the library service.

There are three distinct user groups- medical/nursing staff of Stewarts, child and adult service users and the general public. There are challenges in meeting the needs of all three groups. However, the diversity of the user group adds to the ambience.

The use of the Library by the local public has increased noticeably over the last three or four years due to a promotional drive by SDL (event advertising, leaflet drop etc). While the library space is small, we host many events and talks in the evening

‘It is a daily balance of both, often chasing a fiction request and a journal article at the same time.’

when the library is closed for normal use. There are regular author visits and a vibrant monthly book club. See our blog www.stewartsreadingcircle.wordpress.com

There is a preschool and three other schools (Junior, middle and senior) in Stewarts. In addition Adult Education and Day services groups are encouraged to book library sessions. Bookings are now taken in September. The service is regarded as a precious resource for our service users, many of whom would encounter difficulties using any other library.

The public who use the service understand the unique nature of the library and respect the various groups who use it.

Frequently, nurses retrieve information for their care plans working alongside children with their Special Needs Assistants (SNAs). Care workers often pop in on their breaks to check their emails. The service users, the public and some HSE staff who occupy rented offices in Stewarts, use the library throughout the day for internet access.

Much of the library work now centres on the public library aspect, with an increase in footfall in recent years. For a librarian, the joint-use model offers an interesting and varied work opportunity requiring flexibility and a willingness to step outside the box many times!

The regular public library users tend to be older people. Many of Stewarts' employees live locally so it is difficult to divide the usage between Stewarts staff and the general public. The book club membership is mostly general public with few staff and at evening events, the same applies.

To gain an insight to the daily functioning, bear in mind that this is a one room, open plan library. It can get very busy and

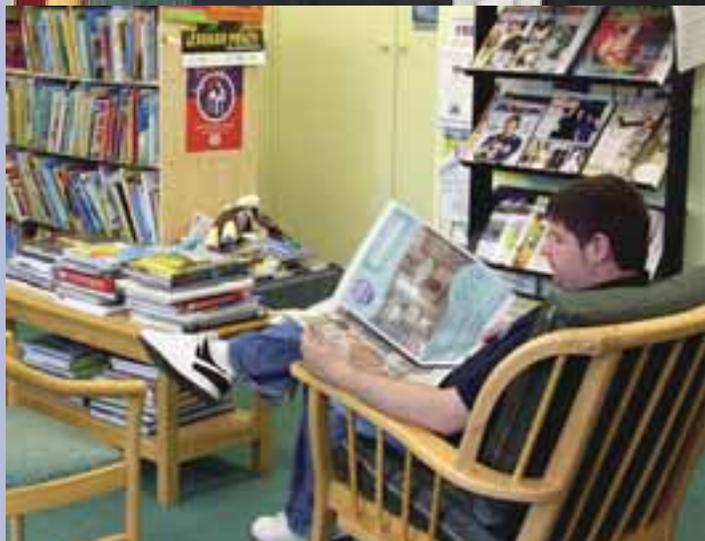
In the photographs ...

Right: Nora Igwe, nursing student.

Below: nursing students, back row left – Donna Stobie, back row, right – Kiera Byrne, front row, left, Denise Murphy, and front row right Oluwakorede Ogunleye.

Below left: a member of the public

Below right: front view of the library.



there is a risk of overcrowding so it most important that group bookings are carefully managed. The Service User groups cannot exceed eight seated people in the reading area so that other library users can easily and safely move around the shelves. At the same time as the group visits, up to six PC's and the music listening point could be in use with other users. The printers, the photocopier and the phone add to the noise. It is not a traditional "quiet" library but rather varies from calm, hectic and often, somewhere in between. Every day is different, and thankfully rarely without humour, as those of us who are lucky enough to work directly with service users can vouch.

The Development Office at SDL source events and provide funding for events run at Stewarts. This often involves opening the library in the evening to the public. Promotional events which have taken place include talks on opera, author visits, calligraphy classes, percussion workshops, in addition to art history and local history talks. There have also been lunch time events including a talk by Astronomy Ireland, poetry readings and even some mini dramas. The children in the three special schools here in Stewarts enjoy various events such as Musical Tots, percussion workshops, and multisensory events held in the Library. As most of these children have multiple physical disabilities needing an accompanying SNA's teachers and sometimes nurses, they would rarely be able to attend a community library. The local Naoinra¹ in Palmerstown visit us once a month and the library closes for 45 minutes to accommodate twenty-five 3-4 year olds and their minds. It is a Monday morning slot at 10am so disruption is minimal. We even have had an Irish-speaking story teller here for them. Other times of restricted use are during database training and student induction sessions at the start of the academic year.

The physical space is small and every cm is in use. To get an idea of the space we inhabit, see the library on YouTube on the South Dublin County Council Libraries' website. http://www.youtube.com/watch?v=LjUnwhgJR4M&feature=player_embedded

The footfall is measured by a patron counter installed by SDL. Stewarts Library is also included in the SDL monthly statistics which provide a breakdown of material issued and other statistics which are really useful for evaluation.

Conclusion

The obvious advantage to joint-use is the sharing of the cost. In Palmerstown, there is a public library in the community, staffed and housed by Stewarts Care. Stewarts enjoy the extra resources invested by SDL that a standalone healthcare library would struggle to fund. There are considerably fewer costs for SDL in

supporting this library than there would be in a non-partnered library. As the public have access to IDAAL in the library, researchers and students of ID from anywhere can exploit this resource and not face the usual membership restrictions in colleges. However, remote access to IDAAL is restricted to the six organisations' staff due to the licence agreement. This level of openness would probably be impractical for a large hospital but for the smaller concern, it's easier to manage than it would seem. This inclusiveness imbues a sense of worth and of making a difference to people on the peripheries of large hospitals and colleges. Couple that with the social inclusiveness and there is a feel good factor at work here. It is a model that will not suit everyone. In this case several factors came together i.e. the need for medical resources, a vision of inclusion, and a community eager to have a library service. I may also add that the staff need to have an affinity with the service users, the medics and the public too! As I said, it is not a viable option for everyone but, where it works, the value of the combined service far exceeds the drawbacks. To survive, constant evaluation is important. Balancing the needs is essential. Keeping relevant is paramount. Joint-use, given today's world, may be one of the best value for money models for small libraries.

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Some abbreviations used in this article:

- HSLG- Health Sciences Libraries Group
 ID - Intellectual disability
 IDAAL- Intellectual Disability and Allied libraries
 SDL- South Dublin County Council Libraries
 Stewarts- Stewarts Care Ltd formerly Stewarts Hospital

1. Naoinra is an Irish medium playgroup for pre-school children.

Task Force on Information Literacy: Progress Report



Philip Cohen

Library staff have always helped users find and evaluate the information they need – be it for education, work or leisure. In recent years, such traditional activity has developed into Information Literacy (IL) or information skills training, aimed at helping those users become more independent in accessing information resources themselves.

Ireland witnessed as much growth in IL as elsewhere, as recorded in the original groundbreaking report of the Library Association of Ireland (LAI) Working Group on Information Literacy¹. That report was condensed and revised by the present author in 2010, incorporating additional evidence from entries for the joint LAI and CONUL IL Award at the LILAC Conference held that year at Limerick.

The LAI Task Force on Information Literacy (TFIL) came together in 2011. Members represent extensive experience of IL in different library sectors: Philip Cohen (Dublin Institute of Technology), Kate Kelly (Royal College of Surgeons in Ireland), Sinead O’Gorman (Wexford County Libraries) and Muireann Toibin (Revenue Commissioners). So far, TFIL has reviewed recommendations from the 2010 report and identified those that we feel can be achieved in the short term and those which are more medium to long term in nature.

Short Term

- Formally adopt the CILIP standard and ANZIIL framework for Information Literacy (achieved)
- Promote the IL logo developed by IFLA
- Continue to advocate IL within the Association and amongst the profession generally (ongoing)
- Award bursaries or small grants to those working in IL or developing IL programmes (LAI and CONUL IL Award)
- Establish within the Association a group or sub-group on IL as a national forum for all IL practitioners (using website, listserv, blog etc.)
- Build relationships with other cognate groups (e.g. CONUL Advisory Committee on IL)
- Conduct further research into IL activities across all sectors in Ireland to inform further development (potential project by UCD SILS students)



Information Literacy

Medium to Long Term

- Make IL a key training and CPD priority for all in the LIS sector, with focussed IL courses

- Develop IL activities more widely at school level
- Lobby at higher education level to have IL formally included in learning support, access and retention strategies
- Raise awareness nationally of the strategic value of IL in the context of the knowledge economy, transferable employment skills, social inclusion and lifelong learning.
- Utilise the work by IFLA and UNESCO on lifelong learning and citizen building in pilot projects with other interested groups
- Build relationships with cognate groups internationally to exchange experience and raise awareness of IL activity in Ireland
- Facilitate a national or international IL conference or seminar
- Formulate a National IL policy, promoted and driven by the LAI
- Explore the potential for an all-Ireland IL project, perhaps under the aegis of COLICO
- Investigate funding for dedicated staff to undertake IL research and development activities

TFIL continues to meet. Members are currently working on a detailed action plan, including priorities and measurable outcomes, and a short position paper for use in briefing decision makers outside the library profession. These will be submitted for consideration by the LAI Executive Board early in 2012. At the same time, we will be promoting our own activities more widely and inviting participation by other groups and individuals. All contributions will be welcome.

Postscript

We have been encouraged in our work by the remarkable achievements of the Welsh Information Literacy Project.² The aims of this project are similar in many ways to those of TFIL, with the creation of an overarching vision for IL, a report on current IL activity, creation of a national framework of IL competencies for all levels of learners, advocacy and engagement generally. That so much has been achieved in such a short time and with such limited resources is indeed an inspiration.

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1. Unpublished; internal LAI document
2. <http://library.wales.org/en/information-literacy/project/>

Joint EBLIDA/NAPLE Conference, Malaga, May 2011

One Profession, One Future?

This year's conference was held in cooperation with the Spanish Federation of Archives, Libraries, Documentation and Museums Associations (FESABID). Three issues were discussed which can be seen against the backdrop of the EBLIDA Council meeting on 26th May.

The first topic was e-books and the provision of new online services in libraries. Introducing this session, Erna Winters (Netherlands) noted that in the mobile era, librarians have to make the case for libraries. Librarians still need to help people find information. She also suggested that old services need to be delivered in new jackets. Jens Thourhauge (Danish Agency for Libraries and Media) noted that the public library space is trying to serve all citizens with segmented services. To reposition the library space he suggested that we need to

- Establish a convincing strategy
- Demonstrate capability
- Lobby for a new political understanding of the library concept

The provision of digital services means that there is change and division. If we do not provide digital services, we lose users. However, the provision of e-books alone is insufficient.

Digital provision is part of a larger agenda- one of knowledge and the innovation society and a changed balance between Europe and the new economies. The European Union's agenda on the knowledge society implies globalisation. But, Thourhauge looks at the divisions in society. He cites illiteracy and social tension in addition to fragmentation and cultural changes.

Examples of specific e-book initiatives in Germany and Spain as well as the Flemish e-book initiative in Belgium were described.

Harald von Hiemcrone (State and University Library, Århus and Chair, EBLIDA Expert Group on Information Law) introduced the session on Copyright. The background to the i2010 Digital Libraries Initiative (http://ec.europa.eu/information_society/activities/digital_libraries/index_en.htm) was noted and the speaker felt that existing legislation meant that it was not possible to deliver on all initiative projects.

Before new business and financial models to bring Europe's cultural heritage online were considered, there needed to be an EC decision on whether there would be an exception or a licence system for Orphan Works. The Orphan Works problem has

obscured the problem of clearing rights for large numbers of rights holders whose consent must be obtained.

Related topics addressed included

- Out-of-Commerce works (in copyright but no longer commercially available)
- Cross-border access to digital libraries within EU
- Extended collective licensing

Legislation exists in the Nordic countries for the extension of agreements to non-represented authors and is being prepared in France and Germany.



Case studies considered were from Norway (<http://www.nb.no/bokhylla>); Spain (<http://www.slideshare.net/bne/the-spanish-bne-project-with-telefonica>) and Austria (<http://www.onb.ac.at/ev/austrianbooksonline.htm>)

An overview of Open Access in 2010 was given by Paul Ayris (UCL and LIBER). Topics covered included

- Open Access repositories
- E-dissemination
- Institutional mandates
- E-publishing
- LERU roadmap towards Open Access

Ayris gave a very useful case study of Open Access (OA) at his own university-University College London. At the time of the conference, the LERU roadmap was due for publication. LERU is a consortium of 22 research intensive universities. However, the speaker noted that the LERU roadmap will apply to all universities.

Specific OA initiatives were discussed by Astrid van Wesenbeek (SPARC Europe), Eloy Rodrigues (University of Minho, Portugal) and Ernest Abadal (University of Barcelona). An underlying theme was the need for advocacy to promote OA. There is a role for librarians to promote OA within their own institutions and through national and regional consortia. However, there is still a need to persuade authors who publish in high impact factor journals (usually subscription) that they may not be included in OA journals. Much needs to be done through education and advocacy before OA is universal.

Marjory Sliney is Convenor, European and International Panel, LAI

LAI – Rare Books Group Annual Seminar,
Royal Irish Academy, November 2011

Printed Treasures: unique collections in Irish libraries

As the numbers attending confirmed, the organisation of this seminar around presentations on seven unique collections by the librarians responsible for housing, cataloguing and promoting them made for a fascinating day. The seminar began and ended with presentations on two subject collections (science and French drama) put together in institutional libraries. Between these, attendees enjoyed papers on five collections put together by private individuals and subsequently transferred to institutional libraries. The five collectors were Charles Haliday (RIA), Jaspar Robert Joly (NLI), John Canon O'Hanlon (Russell Library, NUIM), Thomas Percy (QUB) and William Cooke (UCC).

In the opening presentation, Evelyn Flanagan (UCD) described how the Royal College of Science for Ireland library had been created and built up to constitute a complete Victorian science library. As such it is an invaluable resource for research into the history of science education in Ireland: a field in which there is increasing interest. Subjects covered by the 14,000 titles include chemistry, physics, botany, earth sciences, maths and agriculture. The collection is also valuable as a resource for the history of scientific book production, comprising as it does many rare scientific monographs, often beautifully illustrated and bound. Evelyn described the curatorial projects she has instigated to survey the collection and define future cataloguing and conservation requirements

The other institutional collection discussed was the French drama collection, built up by Dr. Charles Benson (Special Collections, TCD). The late Paul Pollard had identified poor holdings of English fiction and drama in the department, and had made acquisitions to remedy this. However, from the point of view of literary research, English drama from the sixteenth to the early eighteenth century had been heavily influenced by French drama, which was also under-represented in the TCD collection. So there was a motive for collecting in this field, and Dr. Benson went on to purchase substantial numbers of pre-1715 standard and secondary editions of French plays; many of them with greater illustrative material than found in English drama publishing, and with other features of interest such as texts adapted, physically, for performance. The collection thus built up is an invaluable resource for specialists in both literary and printing history.

A thread which ran through the five papers on privately built collections was the relationship between book collecting and personal identity. To acquire a book is to make a choice relating to the person we are, have been or aspire to become. Professor

John Thompson (English department, QUB) emphasized this when he spoke about the Percy collection: a collection which can be viewed as a construct by means of which Thomas Percy selected and affirmed an identity as linguist and scholar.

There are various ways in which collectors can work their books in further pursuance of such identities. These include annotation, the use of bookplates, decisions on how the books are to be organised, and private binding. Percy, for instance, heavily annotated his books as he consulted them. Canon O'Hanlon attached great importance to bookplates. Penny Woods (Russell Library, NUIM) included in her paper a detailed analysis of these: from the plain "Ex libris J. O'Hanlon" to a design that the clergyman-scholar used after 1885 and which incorporated an elaborate coat of arms. Other collectors do not seem to have needed such physical affirmation of their identity as collectors. As Gerard Long (National Library of Ireland) noted, Jaspar Joly rarely ventured to write his name in the books he so avidly acquired. Personal methods used to organise collections are another support to a collector's identity. While a standard classification scheme such as DDC organises books according to a publically generated arrangement of ideas, private collectors using individually created schemes can make their collection a representation of their own thought and interests.

Sarah Evans (RIA) explained that Haliday organized his vast collection of pamphlets in chronological order and had these bound in volumes with the generic title "Pamphlets relating to Ireland". William Cooke used personally selected bindings to affirm a cultural identity, as Cronan Doibhlin (UCC) explained. Cooke, whose interests included Spanish literature, would purchase items abroad and have them privately bound at home in Cork.

The two strands of the seminar (i.e. the institutional versus the privately created collection) merge precisely around the issue of identity. When a private collector bequeaths books to an institutional library, it is partly to perpetuate (after death) the identity nourished by his or her collection. The institutional library is the permanent repository. The speakers at this seminar, whose skill, expertise, and dedication were so striking, fully justify the private collector's faith in the institutional curator.

Teresa Whittington is Librarian, Central Catholic Library



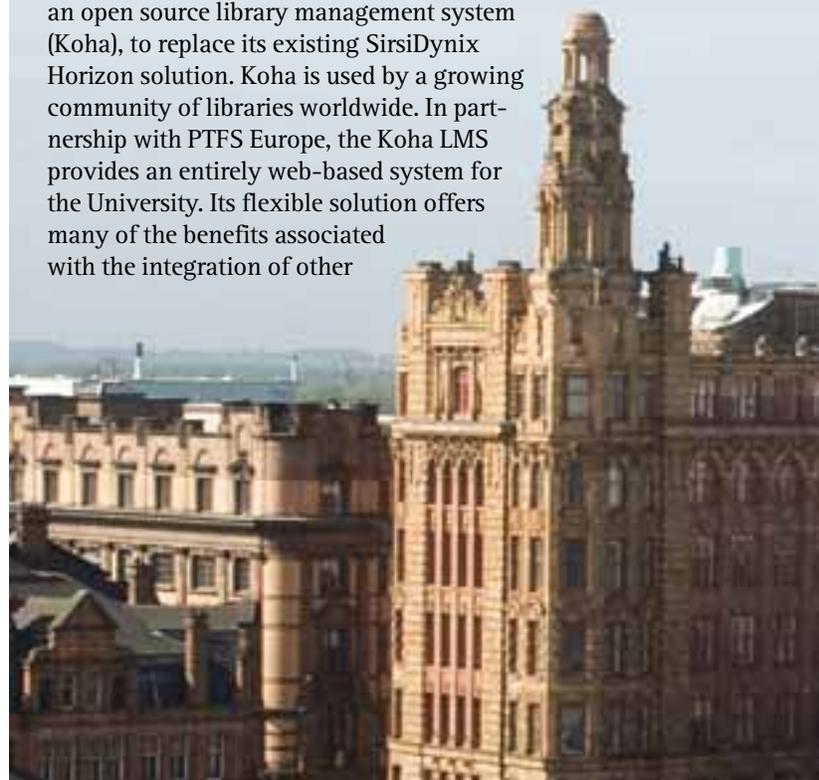
National Acquisitions Group

Strategies for

Presentations at the 2011 Conference explored various developments and examined some of the strategies that are being put in place that will define the services offered by libraries in the future. The speakers were librarians from diverse backgrounds and industry practitioners.

In his keynote address Ken Chad (Ken Chad Consulting) spoke about libraries in all sectors facing the challenge of relentless, disruptive, technology-driven change and tough economic times. There is a risk that decisions might be made without an appreciation of their strategic importance. He suggested that libraries look at approaches to strategy, differentiating it from "mission" and critically explore business models identifying 3-6 capabilities and deciding how the Library can perform better than any other body in these areas. The overall message was to "treat the library as a business because you are in a competitive marketplace".

David Parkes (University of Staffordshire) and Nick Dimant (PTFS Progressive Technology Federal Systems) spoke on open source programming code that can be read, viewed, modified, and distributed free of charge. Staffordshire University was the first UK Higher Education institution to choose an open source library management system (Koha), to replace its existing SirsiDynix Horizon solution. Koha is used by a growing community of libraries worldwide. In partnership with PTFS Europe, the Koha LMS provides an entirely web-based system for the University. Its flexible solution offers many of the benefits associated with the integration of other



up Conference, Manchester September 2011

or the Future

web based services including social media functionality. The solution provides support infrastructure, full standards compliance and, importantly, great value for money.

A session on discovery tools – Summon (a Proquest/Serials Solutions product), Primo from Ex Libris and the EBSCO Discovery Service (EDS) – illustrated that all users want the simplest, easiest, most effective and fastest way to access online information. Users no longer want to go to a number of different catalogues, websites and platforms to find information.

Resource Description and Access (RDA) the new, unified cataloguing standard, designed for the digital world and an expanding universe of metadata users, was addressed by Gordon Dunsire (freelance consultant). For more information see <http://www.rdatoolkit.org/>

In Worcester, both the university library and the headquarters for Worcester public libraries services are now housed in one building. Darren Taylor (Worcester University Library) and David Pearson (Worcestershire Libraries) spoke about the integrated front of house team and the print collections of both libraries, which are shelved together. Further information is available from: <http://www.wlhc.org.uk/designandenvironment.htm>

Other useful presentations included Library Impact Data Project (Graham Stone, University of Huddersfield), Collaboratively building 'Web-scale' – imperatives for ensuring the future relevance and use of libraries (Robin Murray (OCLC Global Product Management). Paul

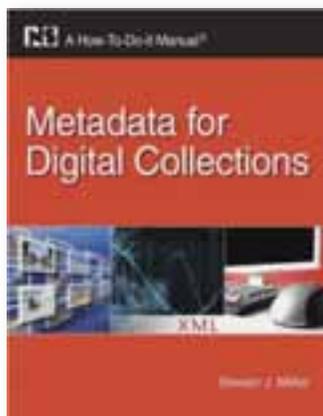
Harwood (JISC Collections) spoke about the future of the e-textbook market and referred to Terry Bucknell's useful presentation at the 2011 UKSG conference – Buying by the Bucketful: A comparative study of eBook packages for the UKSG Conference (<http://prezi.com/hgz12iwuvh/buying-by=the-bucketful-for-uksg>). Paula Keogh, from Capita (formerly Talis) spoke on *The Future of the Library Management System (LMS)* focusing on what the LMS may look like in a time of cloud computing.

This was a very useful conference. The format, with workshops and plenary sessions from practitioners from a wide variety of backgrounds, allowed for the sharing of experience in areas such as statistical analysis and shared catalogues, as well as exploring new developments in Library Management Systems (LMS), textbooks, the latest resource discovery tools, and identifiers such as the ISNI (International Standard Name Identifier). The event also provided useful opportunities to network with publishers and library suppliers.

Ann O'Sullivan, Acquisitions Librarian, Library & Research Service, Houses of the Oireachtas and Val Payne, Acquisitions and Periodicals Librarian, National University of Ireland Maynooth.

Metadata for Digital Collections: a how-to-do-it manual

Stephen J Miller. London: Facet, 2011. ISBN 978-1-85604-771-5. 343pp. £54.95, Pbk.



While extolling the value of good digital curation to librarians may feel like 'preaching to the converted' there is still merit in doing it well. This book is a good place to start, proving as it does to be a fairly comprehensive resource on the topic. Its value is only enhanced by an accompanying website which allows focussed revision and exercises.

With a sizeable task of detailing the theory and practice of metadata ahead of him, the author wisely focuses on several key schemes. However, he makes sure to set a general context in the introduction and has structured the book in a way that allows (and almost requires) ongoing 'dipping in' to specific chapters. Critically, the importance of creating functional metadata that is valid in the future and not just for today's frameworks is stressed from the outset. This is a point which merits stressing and is welcome to see as future proofing our data, while ensuring it is fit for purpose should inform all activities in this area.

In terms of schemes, in-depth analysis of DC, MODS and VRA are offered, with a chapter on XML offering more detail. There is a strong emphasis on 'why' one would do something – as opposed to the attitude of 'you can do this, so you should' which is sometimes evident in books on this subject. In this regard, the informed discussion on subjects, from 'aboutness' to 'exhaustivity' is very welcome and will resonate with many librarians who are well used to resource description.

The focus on specific schemes is well balanced by the chapters on interoperability, designing a scheme and the final chapter, which relates to Linked Data and the Semantic Web. Interoperability of metadata is of such importance that one chapter is perhaps the least it deserves and this section coupled with the chapter on Linked and Semantic Data firmly reinforces the 'future proof' message conveyed at the outset. The section on designing a scheme is useful, but has been done more thoroughly in several other key works such as Mark Jordan's *Putting Content Online*.

If there was one complaint about this work it is one that applies to almost all works of this ilk – namely that the images of online resources used are frequently outdated by the time of publication. However, this is a minor quibble and one which will perhaps always persist as we straddle the gulf between print and digital.

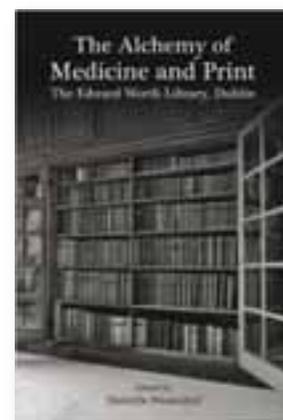
Ultimately there is not that much here which could be described as 'new'. However, its comprehension, ease of use and practical side (with companion website) should see it quickly become a central text for both practitioners and students of our profession.

Hugh Murphy, Senior Librarian, Collection Management Services, NUI Maynooth and Outgoing Chair of LAI Cataloguing and Metadata Group

The alchemy of medicine and print: The Edward Worth Library, Dublin

Westerhof, Danielle, editor. Dublin: Four Courts Press, 2010. 224pp. ISBN: 978-1-84682-228-5. €55.00. HBK

Books have a destiny of their own. Fate has been kind to Dr Edward Worth's collection which he left to the new Dr Stevens' Hospital in Dublin. For the past 279 years now Worth's collection has remained intact there in the original book-cases in the room dedicated to it. Notable for its relative obscurity – eclipsed by Marsh's and the library at Trinity College – and not without peril, the Worth Library is nowadays celebrated, curated, explored and promoted in the most exciting, exacting and expert way.



The 275th anniversary in 2008 of the establishment in 1733 of the Worth Library – 'a cornucopia of historical and contemporary books and pamphlets often in pristine bindings' – was marked by a conference at the Royal Society in London. This publication arises from that conference and constitutes the first extended exploration of the Worth Library.

Twelve essays are grouped into four parts: Edward Worth and his milieu; Libraries and the pursuit of knowledge; Printing and the dissemination of knowledge; Health, regimen and healing knowledge.

Illustrated in black and white, and with an index, this welcome publication is handsomely produced. The background of the expert contributors is a telling indication of the appeal of the

Worth Library and the wealth of its secrets – the history of ideas, of printing, the book, and medicine etc. The introduction by the editor Danielle Westerhof is a model of its kind and invitingly well written.

These essays introduce us to Edward Worth the physician and bibliophile with – what probably unites us all – a passion for books. The world of historical libraries and medical books, especially those in Dublin and in Ireland is an exciting one, while early printing and the tracing of ideas perennially fascinate. Just so the essays on Vesalius' works and on syphilis. Worth's collecting of 'more recent works suggests that he shared with his contemporaries a curiosity for the history of the disease and a contemporary concern for its cures' (p 152).

The tracing of observations, thought and experiments in health, regimen and healing elucidates our current understanding of these. The ideas of Petrus de Crescentiis in *Ruralia commoda* as outlined by Danielle Westerhof in such terms as 'self-sufficiency as root of physical and psychological wellbeing', 'nutrition and digestion', and 'the natural environment' have an uncannily modern ring.

These are deeply researched, rigorously referenced, well written erudite essays. Their scope gives an inkling of future studies that the Worth Library will repay. The editor, contributors and publishers deserve congratulations. This is a landmark publication.

Mary O'Doherty, Assistant Librarian, Archives and Special Collections, RCSI.

A guide to teaching information literacy: 101 practical tips

Blanchett, H., Powis, C. & Webb, J. London: Facet, 2011. 256pp. ISBN: 978-1-85604-659-6. £49.95. PBK.

This practical guide and reference tool is aimed at librarians who want to deviate from the 'talk, demo, do' type of teaching session (p.174). The book's focus is to assist both new and experienced library professionals to prepare and deliver stimulating information literacy sessions.

As the title suggests there are 101 tips on imparting information literacy in an engaging manner to a variety of learners. The tips are arranged into three sections: Planning, Delivery and Activities.

The planning section includes topics such as learning styles, lesson planning and the importance of reflection and evaluation. The core principles of teaching are concisely outlined.

The next section concentrates on practical advice to consider when delivering sessions such as cultural relevance, use of humour and dealing with interruptions and latecomers.

This is followed by the largest section which describes activities that can be used to enhance your teaching. For example: Tip 75 on jigsaw activities illustrates how each individual in the group has to find a piece of information and through collaboration each person contributes towards solving the research task.

Many other activities are described: scenarios, poster tours, Cephalonian method, work sheets, ice breakers, buzz groups and peer assessment. The activities are well explained and bring a new dimension to information literacy.

Each tip comes with additional advice on where the tip can be used to most effect with references to further reading and useful websites. Most importantly, potential pitfalls are pointed out !

The authors provide a well organised and succinct overview of best practice from the teaching profession on how to engage learners. This sound overview should help the reader to prepare and deliver interesting sessions that efficiently achieve their learning outcomes.

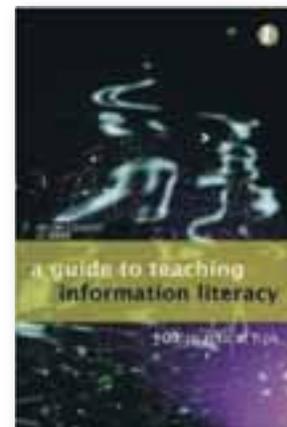
Much of the advice is more relevant to embedded librarians who teach information literacy courses and get to know their students ability rather than one off sessions. Yet, many topics can be easily adapted for staff development, post graduates, mature students and online learners.

I would have liked if some tips had been allocated to effective library use of virtual learning environments and reusable recorded information literacy tutorials.

This book will benefit new and experienced librarians alike and is ideal for teacher librarians looking for inspiration or those who need encouragement to make their sessions more interactive. The tips on designing modules and writing learning outcomes provide a strong basis on which to build competent information literacy.

Best described as a librarian's manual to teaching, it is great to have a teaching tool written from a librarian's perspective.

Sinead Kelly, Deputy Librarian, Institute of Technology, Sligo





JOINT CONFERENCE OF THE LIBRARY
ASSOCIATION OF IRELAND AND CILIP IRELAND

transforming libraries and infomation services

Date Thursday 19th and Friday 20th April, 2012
Venue The Merchant's Hotel, Belfast

Speakers at this year's conference will include

- Phil Bradley, CILIP President, Presidential Address
- Margaret Hayes, Dublin City Libraries on Dublin City of Literature
- Annette Kelly, Library Council on the Future for Irish Libraries
- Nicky Parker, Manchester City Council on Transforming Library Services
- Debbie Shorley, Imperial College on Reinventing Academic Libraries

With workshops on

- Evidence-based library management (Jessica Bates, University of Ulster)
- Social media for libraries (Phil Bradley)
- The power of reading (Patricia Canning, The Reader Organisation)
- Health in Mind project (Frances Dowds, Libraries NI)
- CPD for solo librarians (Eva Hornung, CDVEC Curriculum Development Unit)
- Teaching librarian in education (Claire McGuinness, UCD SILS)
- Volunteers in libraries (Ciaran Mangan, Meath County Library)
- Professional Education (Peter Reid, Robert Gordon University)
- CPD 2.0
- Maria Souden (UCD SILS)
- JSTOR and the Irish Collection partnership (Deirdre Wildy, Queen's University Belfast)

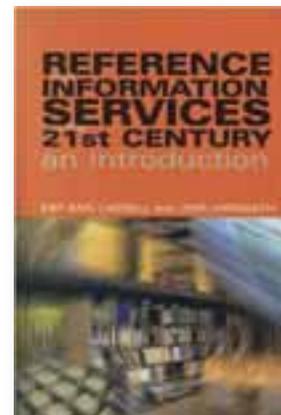
... AND MORE TO BE ANNOUNCED

Booking details at: <http://www.regonline.co.uk/builder/site/Default.aspx?EventID=1061066>

Reference and Information Services in the 21st Century: An Introduction.

2nd Edition Revised, Kay Ann Cassell, Uma Hiremath, editors.
New York, NY, and London, UK: Neal-Schuman Publishers. 2011.
461 pp. ISBN: 978-1-85604-778-4. NPG.

First published in 2006, the editors account for the changing nature of reference services by including an entirely new chapter on Reference 2.0 tools. They have also thoroughly updated the original book chapters, weeding some reference sources and including up to 300 new ones.



It is quite a weighty tome (461 pages) and is a classic “dip in, dip out” reference book and not one to be read in one sitting. The ‘tools’ for such dipping are well developed with a comprehensive table of contents, subject and resource indexes, page layout, consistency of sections, logic and ordering of the chapters.

A very practical guide which teaches failsafe methods for identifying important reference materials by matching specific types of questions to the best available sources, one of the main strengths of the book is that it is grounded in real-world practices. It is essentially a meta-reference: a reference resource of reference resources and the largest of the book's four sections is devoted to the available sources of information in a vast range of subject areas. Over one thousand reference resources are cited, and clearly the updating process between the first and second editions was no mean feat. Many of these new sources focus on innovative Reference 2.0 tools and there is a greater emphasis on virtual reference and free Web resources.

However, the identification and description of reference sources (part 2) is not the sole focus of the book and the three remaining sections look at other professional concerns for librarians – fundamental concepts (part 1), special topics in reference and information services (part 3), and the development and management of reference collections (part 4). As the potential for redundancy in such a book is very high, and as with the first edition, the US publisher Neal-Schuman has set up a website devoted to providing updated information at where it says “Updates, new annotated bibliographies, and any emerging trends, will be added to this site biannually in January and August of each year”. There have been three updates so far.

One downside is the inevitable US-centric focus of the work – not only in terms of the resources cited, but also in the sections

on the profession itself – management issues, professional associations and so on. Even the concept of “reference work” in libraries itself has slightly different connotations on each side of the Atlantic. To the authors’ credit, an effort has been made to provide some relevant sources for those outside the US – the UK and Canada in particular – but a considerable proportion of the resources and examples remain American.

The broad scope of the work also inevitably means that some issues and subjects are treated in only a cursory way (the section on Information Literacy being a prime example) – but this is to be expected with such a broad subject range. The writing style can be tedious sometimes and overly flowery at others. These minor complaints notwithstanding, this is a very comprehensive, thoughtful, well-written book that will be an invaluable resource for library students and experienced practitioners alike.

Niamh O’Sullivan, Research Officer/Librarian, Irish Blood Transfusion Service, National Blood Centre, James’s Street, Dublin 8

Getting Started with Cloud Computing: a LITA Guide

Moulaison, Heather and Corrado, Edward (Eds). London: Facet, 2011. 232pp. ISBN 978-85604-807-1. £49.95. Pbk.

Written by leaders in the area of library technology, this LITA (Library and Information Technology Association) guide has an American academic library bias. The design and layout of the guide lets the reader focus on a specific chapter, or when read in sequence builds from the more general aspects of cloud computing to very specific technical details about the implementation of library specific technologies. Overall the guide is well written and conceived. It can be read from start to finish, building to more complex topics as the reader progresses through individual topics, or can be dipped into and out of, although it should be noted that as each section progresses the content becomes more technical. It has three parts, which deal with:

1. General concerns, such as definitions and concepts that lie behind the whole concept
2. Actual technologies used in cloud computing, and by libraries that leverage it
3. Case studies which give real life examples of how libraries have applied this approach



Considerable effort is made throughout the guide to ensure that the pros and cons of cloud computing are highlighted, ensuring that the reader has a balanced view of what can and cannot be achieved by the implementation of such technologies.

There are some thought-provoking chapters, the content of which addresses issues such as privacy, security of data and data ownership, and negotiating service level agreements. The relationship between the library and the vendor, including examples of costs, is considered in some detail. The NIST (National Institute of Standards and Technology) definition of the cloud is given; three possible service models and four deployment models are suggested. These definitions are very useful for those looking to get to grips with the industry concepts behind cloud computing technologies. The point is very strongly made that while moving to use of the cloud may reduce dependency on hardware and its administration locally, it in no way reduces the commitment required to the administration of actual software used.

Many examples given relate to familiar services that can be delivered using cloud computing, and are delivered in a practical way. In some cases the examples include a step by step guide, and advice on how to implement the service itself. Topics covered include:

- Creating a virtual learning laboratory for LIS educational needs
- Library discovery services (Federated search compared to discovery services as an extension of the traditional web opac etc.)
- Koha library management system – hosting on the cloud
- OCLC web services (World cat local etc)
- DSpace (institutional repository)
- Amazon web services (as a platform for developing and delivering services)
- Dropbox and drop.io as file storage options
- MS Sharepoint (as an intranet)
- Windows home services and Amazon S3
- Google apps and services, such as Google calendar and forms (and its integration into library planning and web pages)
- Ning (social networking platform)

There is something for everyone in this guide, whether one is looking for a basic introduction to the concept of cloud computing, information on how to use Google calendar, or an overview of the hosting, platforms and services offered by Amazon.

Niamh Walker-Haydon, Systems Librarian, Institute of Technology, Tallaght

Helen Davis 1947–2012

Helen Davis passed away on 4th February following a brief illness – poignantly- just four weeks short of retirement. Helen was a distinguished librarian with a national reputation. A UCC graduate (BA, MA), she obtained a professional library qualification from Aberystwyth University but she could never be defined merely by professional qualifications. A passion for, and understanding of, our cultural and written heritage, as seen through the lens of rare books, manuscripts and libraries, was Helen's unique defining, characteristic.

Over thirty years ago, when it was neither fashionable nor profitable, Helen with academic colleagues at UCC fought to have the value of rare books collections properly resourced. Following her death, a senior professor at the University described Helen as the scholar's librarian. He continued by saying, 'to her vision, energy, and tireless labour we owe the Earlier Printed Books section of UCC Library and this also functions as the Humanities Research Library'. Helen collaborated closely with scholars, sought advice, and gave it, too. She built up the essential collections of the great series that make UCC a research library in the humanities: for example, *Sources Chrétiennes*, *Corpus Christianorum* and others. It was Helen's labour of love to bring order – and then cataloguing, and conservation – to priceless items and to make these available to readers. Underpinning all of Helen's work was her strongly held belief in the primacy of the text and her desire to present it for research regardless of the medium of transmission.

In the preface to a forthcoming book Professor Donnchadh Ó Corráin writes: 'I am grateful to the staff of my home university library, the Boole Library, University College Cork. And I am particularly grateful to Helen Davis and the staff of Special Collections in the Boole Library ... who have created an efficient, calm, and pleasurable oasis of scholarship. Without them, scholarly work in the humanities would not be possible in Cork.'

Helen's scholarship began with archaeology, specifically the Egyptian Mummy, which forms part of the UCC collections and which was the subject of her master's degree research.¹ Publications continued in the area of bibliography, for example, her paper entitled 'Published work of Professor O'Kelly' printed in *Irish Antiquity: essays and studies presented to Professor M. J. O'Kelly* (Cork, 1981) a book dedicated to the scholarship of archaeologist Brian O'Kelly. She was a joint editor, with



Catherine Laurent, of *Irlande et Bretagne, vingt siècles d'histoire: actes du colloque de Rennes* (29–31 mars 1993) (Rennes, 1994).

In 1995, Helen partnered with the Royal Irish Academy to curate a very significant exhibition and seminar entitled 'The Irish Monastery in Vienna and its music'. This exhibition centred on vellum fragments of music scores and celebrated the contribution of Irish Benedictines to the cultural and religious life of Vienna and Austria during the Middle Ages. The fragments which were exhibited are the oldest music scores owned by the city of Vienna. This exhibition demonstrated Helen's

originality and imagination in seeking to bring internationally based artefacts to UCC for [S1] exhibition and research. In so doing, she opened up new collaborations with sister universities and national cultural institutions.

Participating in many LAI Rare Books Group events, Helen represented UCC for ten years (1995–2005) as a committee member and served as Assistant Secretary in 2004 and 2005. During this time, Helen organised two Book Collectors' Circle meetings in Cork. These talks, on Waterford Cathedral Library and Robert Gibbings, were given by colleague Julian Walton and bookseller and friend Cal Hyland.

Helen also believed in making mutually useful connections with collections and custodians, both secular and religious, in the wider Munster region.

Helen's life was rich, complex, varied and happy. As a community of professionals we greatly appreciated Helen – her deep humanity, her ability to connect with people of all ages and backgrounds, her warmth, generosity, courtesy, honesty, her deep sense of place, of being rooted in Cork and Passage West, the childhood friendships which she nurtured all through her life, her extraordinary personal style, her sometimes anarchy and, above all, her great sense of fun. We extend our deepest sympathies to Helen's husband Frank, her sons, Julian and Jonathan, the Moloney family and her wide circle of friends.

Requiescat in Pace

Virginia Teehan, Director of Cultural Projects, CACSSS,
University College, Cork
Valerie Seymour, Chair, LAI Rare Books Group 1998–2000

February 2012

¹ *Journal of the Cork Historical and Archaeological Society*, XCV 254 (Jan-Dec1990).

International News

EBLIDA: Due to space considerations the report of the EBLIDA Council meeting 2011 will be held over until the next issue and will be combined with a report on the 2012 Council meeting.

NUI Maynooth Library Receives Exclusive Saro-Wiwa Private Prison Letters

NUI Maynooth Library recently received a unique gift with the donation of private correspondence from renowned Nigerian writer and social activist Ken Saro-Wiwa, written from 1993-1995, while he awaited execution in Port Harcourt detention. Saro-Wiwa led a non-violent campaign against the environmental destruction of his homeland by the international petrochemical industry. The letters were donated by Irish missionary nun Sister Majella McCarron who had supported Saro-Wiwa and the Ogoni people in their struggle to protect their homeland for many years. The donation was made at a ceremony in the Russell Library, on the 16th anniversary of his execution, which occurred on 10th November 1995.

People



Awards: Congratulations to Jane Burns (Business Manager, *An Leabharlann*) and Helen Fallon (Deputy Librarian, NUIM) who have been awarded the Fellowship of the Library Association of Ireland (FLAI). Congratulations also to Dr. Beatrice Doran who was awarded a PhD by NUI.

Recent appointments include: Majella Cunnane (Tralee native) at EBLIDA, The Hague; Dr. Jason McElligott, Keeper, Marsh's Library; Colette McKenna, Head of Library Services, University of Ulster.

Recent retirements include the following: Dublin City Libraries – John Hackett, Rosemary Hetherington and Alastair Smeaton; Dun Laoighre-Rathdown – Órla Gallagher; Fingal – Geraldine Bollard, Phyllis Carter, Evelyn Conway, Maura Doolan and Yvonne Reilly; Laois – Gerry Maher; Leitrim – Sean O'Suilleabhain; Limerick City – Dolores Doyle; Tipperary – Martin Maher; Westmeath – Mary Farrell; NUIG – Gerry D'Arcy, Josephine Finn, Mary Flaherty, Laurie Greenfield, Bernadette Kelly, Brid McGann, Anne Madden, Brid Tomkins and Marie Acton Walsh; NUIM – Celia Kehoe, Sheila Larkin and Penny Woods; Others who have retired include Mary Doyle (Agriculture), Muriel McCarthy (Marsh's) and Norma McDermott

(Library Council); University of Ulster – Elaine Urquhart; Libraries NI – Anne Connolly. We wish all our colleagues long and happy retirements.

Health Science Libraries

SHELLI Report: This important publication from the LAI Health Science Libraries Group was launched in January 2012. Details available at: <http://www.hslg.ie/shelli/>

Also on the topic of Health Science Librarianship, recent research by Dr. Beatrice Doran (a former President of the Library Association of Ireland) entitled Knowledge Management: an empirical analysis in relation to Irish healthcare is the first empirical study of its kind in the health system of the Republic of Ireland. The empirical outcomes of this research embrace the activities of two Clinical Teams and their responses to the opportunity to use and evaluate the services of a Clinical Informationist (Clinical Librarian). Research took place at Beaumont Hospital over a period of eighteen months and was the subject of Beatrice's PhD dissertation.

Copyright News

The Copyright Review committee has published a Consultation Paper on copyright and innovation. The Library Association of Ireland will respond. Details are available at: <http://www.djei.ie/press/2012/20120305b.htm>

At International level, IFLA has been involved in negotiations on our behalf. Details of November 2011 negotiations are at <http://www.ifla.org/en/news/library-and-archive-groups-delighted-by-progress-on-copyright-limitations-and-exceptions-at-wip>

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 opportunities are available at <http://www.ucd.ie/sils/graduatestudents/occasionalstudents/>
- Thinking of upgrading from a post-graduate diploma to a Masters degree? Please see <http://www.ucd.ie/sils/newsand-events/silsnewsletters/>

LAI awards of ALAI and FLAI

Applications are now accepted three times each year: 15 March, 15 July and 15 October. Details are available at <http://www.libraryassociation.ie/education-committee-professional-standards/associateship-a-l-a-i-associate-of-the-library-association-of-ireland/>



2012 Personal Membership Renewal Form

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Address

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Where employed:

Position/Grade:

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Mobile Number:

Daytime Phone Number:

This information is stored electronically on computer and complies with the Data Protection Acts 1988 and 2003.

1. What Sections/Groups do you wish to join?

- Academic & Special Libraries Section
- Cataloguing & Indexing Group
- Genealogy and Local Studies Group
- Government Libraries Section
- Health Sciences Libraries Section
- Irish Language Group
- Munster Regional Section
- Prison Libraries Group
- Public Libraries Section
- Rare Books Group
- Western Regional Section
- Youth Libraries Group

2. How do you wish to pay?

A. Personal Members Local

whose annual salary or income:

1. does not exceed €24,999 pay €25
2. is between €25,000 and €44,999 pay €60
3. is between €45,000 and €64,999 pay €95
4. is €65,000 or over pay €110
5. Unemployed or Retired members pay €15
6. Students of recognised LIS course who are not in paid employment, pay €15 (Course details and year must be provided)

B. Personal Members Overseas

Members who work outside the Republic of Ireland and are also members of a sister Library Association pay €60

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The Library Association of Ireland,
C/O 138-144 Pearse Street,
Dublin 2.

Catherine Gallagher, Hon Treasurer, January 2012

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