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The Europeana 1914–1918 Project



Measuring the value of e-resources Ulysses and Palmerstown Library

Book Reviews, Conference Reports

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NEWS FROM THE STACKS

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Editorial

In her Presidential address at last week's Library Association of Ireland AGM, Jane Cantwell remarked that we should value our own profession and clarify our core competencies. In this issue of *An Leabharlann: the Irish Library* the contents should provide you with a number of opportunities for promotion of library and information services. In a year in which we have European elections and local elections, the articles demonstrate a range of skills and competencies. We can show that we value what we do by promoting the services and skills we offer. Articles in this issue explore topics with which we are all familiar: digitisation, exploitation of resources and value for money.

For promotion to be effective we need statistics. Fintan Bracken notes that a growing percentage of library budgets is spent on e-resources. His article on metrics considers which measures are useful and notes that there is no one single metric which will measure the usefulness of particular resources. While the article is based on e-journals, consideration of usage statistics is relevant to all. As more and more public libraries are providing e-journal collections on line, this article should prove useful to those who will be involved in measuring impact. Libraries in all sectors need to provide measurable data. Collection development and acquisitions decisions must be evidence-based. One way we can do this is having up-to-date statistics to hand. IFLA notes that statistics are very important in the management of library and information services but also for demonstrating value outside the profession (<http://www.ifla.org/publications/ifla-library-statistics-manifesto>). At European level, EBLIDA is collecting library statistics for advocacy purposes. Statistics are essential if we wish to influence politicians- at local, national or European level. Politicians

understand facts and want quick facts: books, buildings, resources.

Technological change has allowed all of us to work in different and more efficient ways. It has also allowed for the digitisation projects described in Katherine McSharry's article in addition to recent developments at NUIM, Oireachtas Library and Research Service, and the Rotunda Hospital (links on pp. 39-40). Madeline Dennison's conference report (pp.26-7) summarises how far technology has moved.

Both the WWI article and the Ulysses article show that very serious work can- and should have- an element of fun. It would seem from both articles that the respective audiences thoroughly enjoyed their engagement with the libraries and the experiences were memorable.

We often need to justify libraries in terms of value. The value of the school library was the subject of a North/South conference. Other conference reports cover parliamentary libraries, e-resources and e-services. The Online Information report is the last from that conference. Its demise reflects the speed at which technology has changed. This report summarises how much the digital era has transformed libraries.

Book reviews cover library design trends and leadership and change in academic and public libraries. The future of the catalogue is also considered and the future is pondered: whatever happens to the catalogue as we know it, the underlying data will always be important.

Quite apart from providing metrics of library usage, librarians want to exploit the collections in their care. Technology

has facilitated large-scale digitisation projects such as that described in Katherine McSharry's article. The concept of community collecting and the template described should encourage some smaller-scale projects. However, funding will be required. Another example of resource exploitation is that described in the Ulysses article. While there are many Book Clubs or Reading Groups, only a few would appear to be focussed on a particular book or specific author.¹ A structured reading group would appear to offer great possibilities for exploitation beyond a specific title.

Very recent developments in relation to exploitation of resources and bringing these resources to a world-wide audience were announced during the St. Patrick's Day celebrations by Minister Jimmy Deenihan, TD. The press release is at: <http://www.ahg.gov.ie/en/PressReleases/2014/March2014PressReleases/htmltext,17719,en.html>

Access to Inspiring Ireland is available at: <http://www.inspiring-ireland.ie/>

Hopefully, some of the articles, conference reports and book reviews will inspire you with ideas to bring about changes in your LIS service.

Marjory Sliney
editor@libraryassociation.ie



1 http://www.dublincity.ie/RecreationandCulture/libraries/Library%20Services/books_and_reading/Pages/reading_groups.aspx Rathmines Library holds a Shakespeare reading Group.

Measuring the value of e-resources

Abstract²

Libraries are spending increasing proportions of their budgets on e-resources and therefore the need to justify these costs is increasing also. This article examines the different methodologies that can be used to measure the value of e-resources including usage statistics, the cost-per-use metric, impact factors and surveys. The focus of this article is on academic libraries with examples from the IReL Monitoring Group given for illustrative purposes. Methods relevant to public libraries are also provided.

Keywords

Electronic resources, e-resources, e-journals, e-books, databases, usage statistics, cost-per-use, CPU, cost-per-download, impact factor, qualitative methods, surveys

Introduction

Electronic resources today account for an increasing proportion of library budgets with many academic libraries spending more than 60per cent of their budgets on these resources (Aipperspach and Lapham 2010, Sreekumar 2012).In Irish academic libraries, electronic resources or e-resources mainly include e-journals, e-books, and bibliographic and full-text databases. Increasingly public libraries in Ireland are offering



**Fintan
Bracken**

² A version of this article was first presented at the Western Regional Section of the Library Association of Ireland (WRS LAI) Annual Seminar, Tuam Public Library, Tuam, Co. Galway, 17 June 2013.

e-resources including e-books, online databases, online music and online audio books, and data and GIS resources such as maps from Ordnance Survey Ireland.

In the current economic climate, the need to justify the large spend on e-resources is ever more important. In this article, I will describe some of the main methods that can be employed to measure the value of e-resources based mainly on my experience working with the Irish Research eLibrary (IReL) Monitoring Group.

IReL – Irish Research eLibrary

IReL is a consortium of the seven universities in the Republic of Ireland and it includes Science, Technology and Medicine (STM) and Humanities and Social Sciences (HSS) e-resources (IReL 2013). For selected e-resources, the Royal College of Surgeons in Ireland (RCSI) and the Institutes of Technology are also provided by IReL.

Since its establishment in 2004, funding for IReL has come via Science Foundation Ireland, the Higher Education Authority, the Department of Jobs, Enterprise and Innovation and the Irish Universities Association Council. The IReL Monitoring Group was established to monitor the performance of IReL resources and from 2005 onwards this group has gathered usage statistics for all resources and has used these to help produce an annual monitoring report. This report is presented to the IReL funders to demonstrate the value of the subscribed e-resources to the consortium. Examples from the IReL Monitoring Group reports are used throughout this article to illustrate the methods of measuring the value of e-resources.

Usage Statistics

Probably the most important method of assessing the value of e-resources is measuring their usage. COUNTER (Counting Online Usage of Networked Electronic Resources) is an international initiative that was launched in 2002 to improve the reliability of

online usage statistics by implementing agreed standards (COUNTER 2013a). Publishers who are COUNTER compliant agree to provide many different usage metrics including the number of html and pdf full-text requests for e-journals and e-books and the number of searches for online databases (Table 1). The usage statistics are compiled into standard COUNTER reports such as Journal Report 1 and Database Report 1.

Table 1: The most relevant COUNTER metrics to examine for various e-resources

E-Resource	Most Relevant Metric	COUNTER Report Required
E-Journals	Number of full-text article requests	Journal Report 1
E-Books	Number of section requests	Book Report 2
Online Databases	Number of searches	Database Report 1

Figure 1 shows an extract from a COUNTER Journal Report 1 or JR1 report which shows the number of successful full-text article requests by month and journal for an e-journal package. The JR1 report shows the number of downloads for each journal per month and also the reporting period total number of downloads html documents and PDF documents.

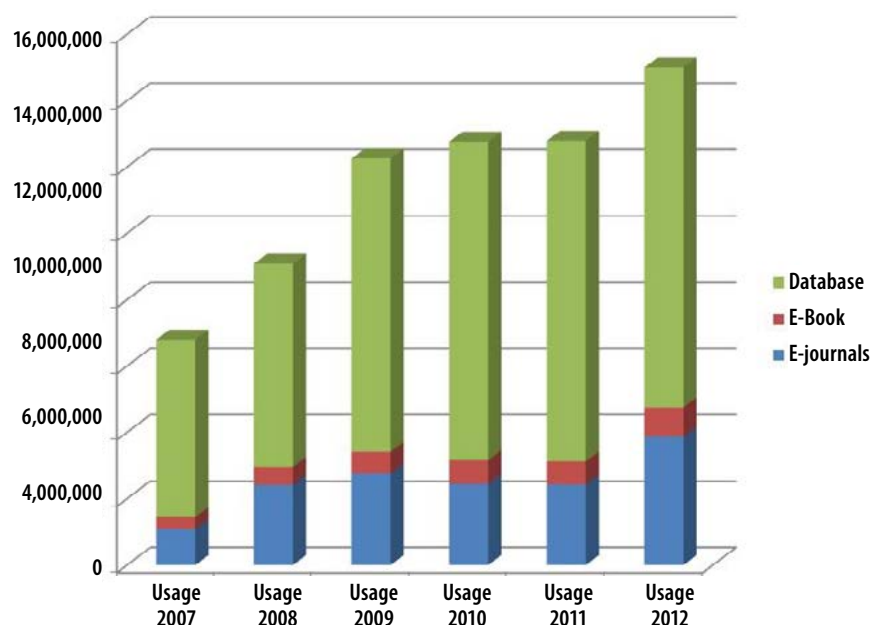
Figure 1: Extract from a COUNTER Journal Report 1 (Release 4)

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	JR1 Number of Successful Full-Text Article Requests by Month and Journal												
2													
3	Account: University A												
4													
5	Journal	Publisher	Platform	Journal DOI	Proprietary Identifier	Print ISSN	Online ISSN	Reporting Period Total	Reporting Period HTML	Reporting Period PDF	Jan-13	Feb-13	Mar-13
6	Total							69,893	39,311	30,582	15,919	25,079	28,895
7	Journal 1	Publisher A	Platform A	JRN1	1876-2859			7	4	3	0	5	2
8	Journal 2	Publisher A	Platform A	JRN2	1062-1458			5	2	3	1	1	3
9	Journal 3	Publisher A	Platform A	JRN3	0001-4575			113	58	55	13	39	61
10	Journal 4	Publisher A	Platform A	JRN4	0965-2302			13	6	7	4	5	4
11	Journal 5	Publisher A	Platform A	JRN5	0155-9982			14	11	3	3	3	8
12	Journal 6	Publisher A	Platform A	JRN6	0959-8022			7	4	3	3	1	3
13	Journal 7	Publisher A	Platform A	JRN7	0361-3682			77	36	41	11	21	45
14	Journal 8	Publisher A	Platform A	JRN8	1875-2780			0	0	0	0	0	0
15	Journal 9	Publisher A	Platform A	JRN9	1875-4597			0	0	0	0	0	0
16	Journal 10	Publisher A	Platform A	JRN10	0094-5765			23	12	11	9	6	8
17	Journal 11	Publisher A	Platform A	JRN11	1874-1029			0	0	0	0	0	0
18	Journal 12	Publisher A	Platform A	JRN12	1742-7061			119	64	55	21	54	44
19	Journal 13	Publisher A	Platform A	JRN13	1872-2032			0	0	0	0	0	0
20	Journal 14	Publisher A	Platform A	JRN14	0379-4172			0	0	0	0	0	0
21	Journal 15	Publisher A	Platform A	JRN15	0065-1281			1	1	0	0	0	1
22	Journal 16	Publisher A	Platform A	JRN16	1359-6454			219	129	90	54	77	88
23	Journal 17	Publisher A	Platform A	JRN17	0252-9602			1	0	1	0	1	0
24	Journal 18	Publisher A	Platform A	JRN18	0894-9166			7	0	7	5	2	0

This version of the JR1 report is based on the latest Release 4 of the COUNTER Code of Practice for e-Resources which all vendors and publishers were required to implement before the end of 2013 in order to remain a COUNTER compliant publisher (COUNTER 2013b).

Keeping track of e-resource usage on an annual basis will show you if usage of certain resources or types of resources increases or decreases. For example, the usage of all IReL resources has more than doubled from 6.8 million uses in 2007 to 15 million uses in 2012 (Figure 2). In 2012, there were 10.2 million e-journal article downloads, 880,000 e-book uses and 3.9 million database searches (Figure 2).

Figure 2: Usage of IReL resources (e-journals, e-books and databases) by resource type between 2007 and 2012



Cost-per-Use (CPU)

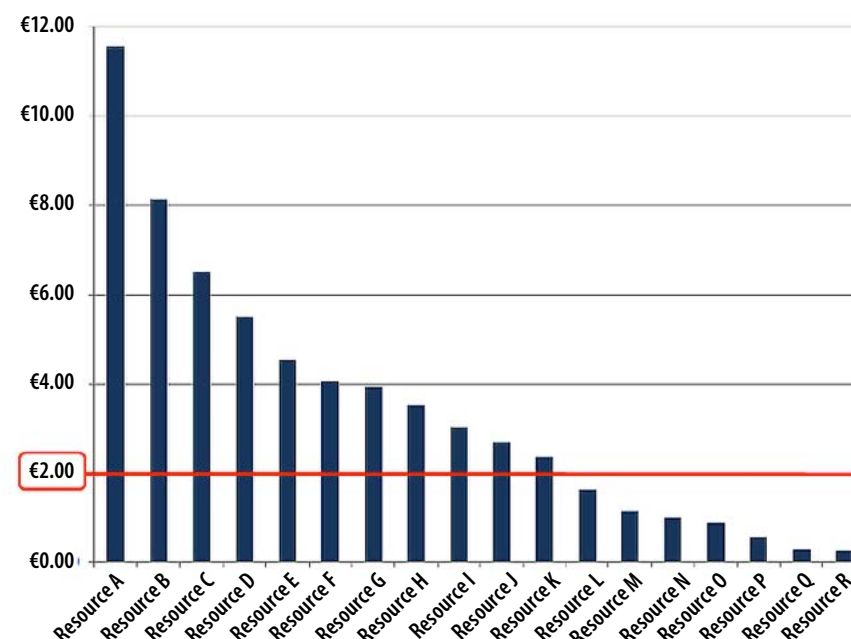
A key metric for measuring the value of e-resources is the cost-per-use or CPU. The cost-per-use is calculated by dividing the full costs of the e-resource for the year by the total number of uses (downloads or searches) in the same year

obtained from COUNTER usage statistics. The costs for each resource must always be calculated in the same way, so for example, it must be decided from the outset whether to include or exclude VAT in costs calculations.

It is useful to set a threshold level for the CPU above which all resources will be reviewed in detail. For example, the chosen threshold figure could be the approximate cost of obtaining a journal article by inter-library loan. Resources with high CPUs may be earmarked for cancellation or this information can be used in negotiating with publishers to achieve lower subscription prices.

Creating a graph similar to Figure 3 makes it easy to see which resources have very high CPUs and allows easy comparison with other resources. Resources are shown in descending order of CPU with the threshold level used by IReL of €2 shown by the red line. This figure was chosen by IReL as it was the approximate cost of obtaining a journal article by inter-library loan in 2007.

Figure 3: Comparison in descending order of Cost-per-Use (CPU) between various resources with a threshold CPU of €2 indicated by the red line



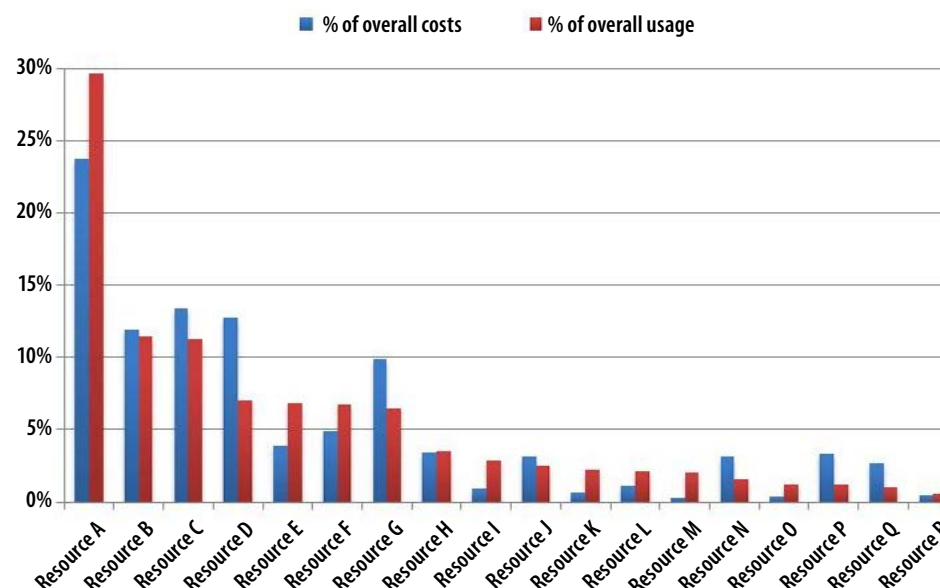
Cost-per-use is a very important method of evaluating e-resources but it should not be used exclusively and other methods should also be used. Bucknell (2012) shows that there are several reasons why the cost-per-download of one e-journal may not be as directly comparable with that of another journal as might be expected. The reasons include: differences between subjects in terms of how they use articles; the design of the platform affecting whether html and PDF downloads are sometimes double counted; usage spikes; journals transferring between publishers; title changes; hybrid journals; and aggregator platforms (Bucknell 2012). However, steps can be taken by librarians to identify and to apply corrections to misleading usage statistics (Bucknell 2012). A balance must be struck to ensure that tidying up usage statistics does not become too time-consuming as cost-per-download or CPU metrics are only one tool that librarians can use to measure the value of e-resources.

COUNTER Release 4 usage statistics should address some of the issues Bucknell (2012) raises and, despite not being perfect, are still the best source of information available on the usage of e-resources.

Percentage of Overall Costs against Percentage of Overall Usage

An alternative method of measuring the value of e-resources is to calculate what percentage of the overall total expenditure on e-resources was spent on each resource and compare this figure to the proportion of the overall usage contributed by each individual e-resource. It would be expected that the percentage of overall cost versus the percentage of overall usage should be approximately the same for each resource. If these percentages are graphed then one can easily identify resources that provide good value for money (Figure 4). For example in Figure 4 resource A makes up almost 30% of the overall usage but only accounts for 24% of the overall costs. It is also possible to identify resources where the percentage of overall costs far exceeds the percentage of overall usage such as resource D and resource G in Figure 4.

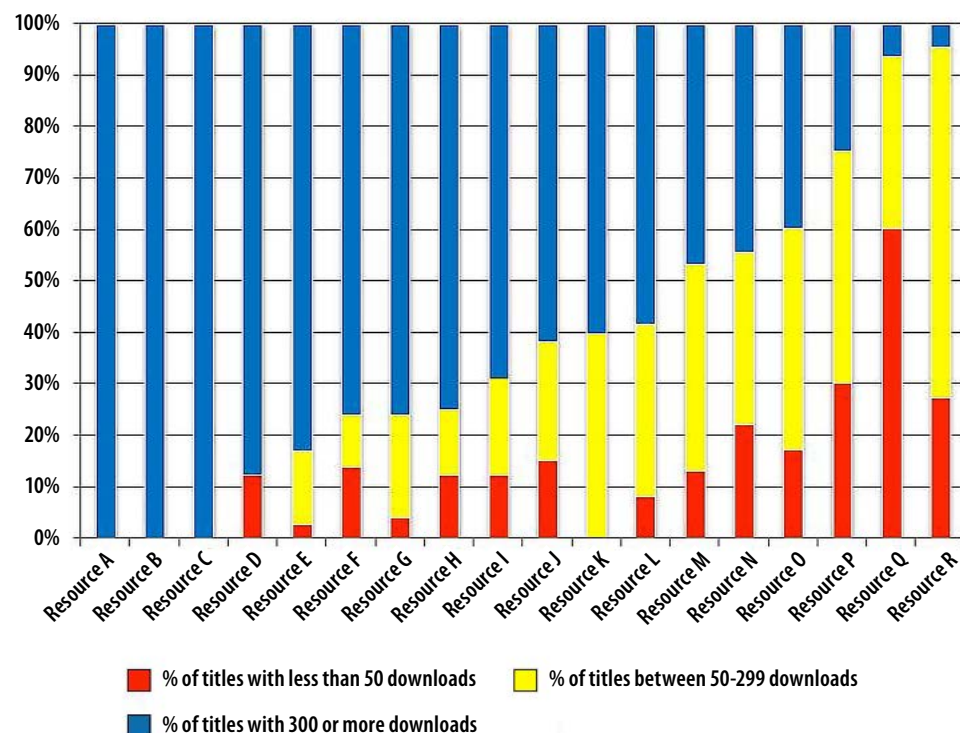
Figure 4: The percentage of overall costs versus the percentage of overall usage for various resources



E-Journal Collection Performance

If your institution subscribes to a number of e-journal collections, assigning each title to a usage band is a useful method of evaluating the performance of the collections. For IReL, three usage bands are used, less than 50 downloads in the year, 50 to 299 downloads, and 300 or more downloads. The example in Figure 5 shows the percentages of titles within each band for each e-journal collection. The blue represents the percentage of titles in the collection with 300+ downloads and we can see that resources A, B and C have 100% of their titles in this usage band (Figure 5). In contrast resources Q and R have less than 6% of their titles with 300+ downloads and 60% of resource Q's titles have less than 50 downloads, indicated by the red portion (Figure 5).

Figure 5: The percentage of the journals in various e-journal collections with less than 50 downloads, between 50 and 299 downloads, and greater than 300 downloads



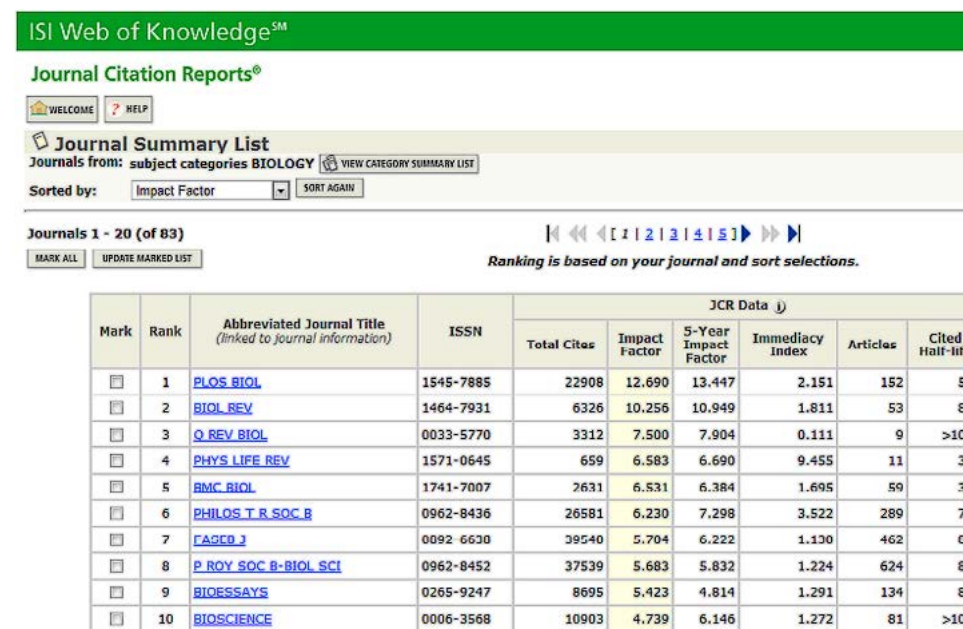
Using this method can help one identify collections that may have a small number of strongly performing titles but numerous titles with little or no usage. It may be worth investigating if it would be cheaper to subscribe to the strong performing titles on an individual basis and cancel the subscription to the full collection.

Journal Impact Factor

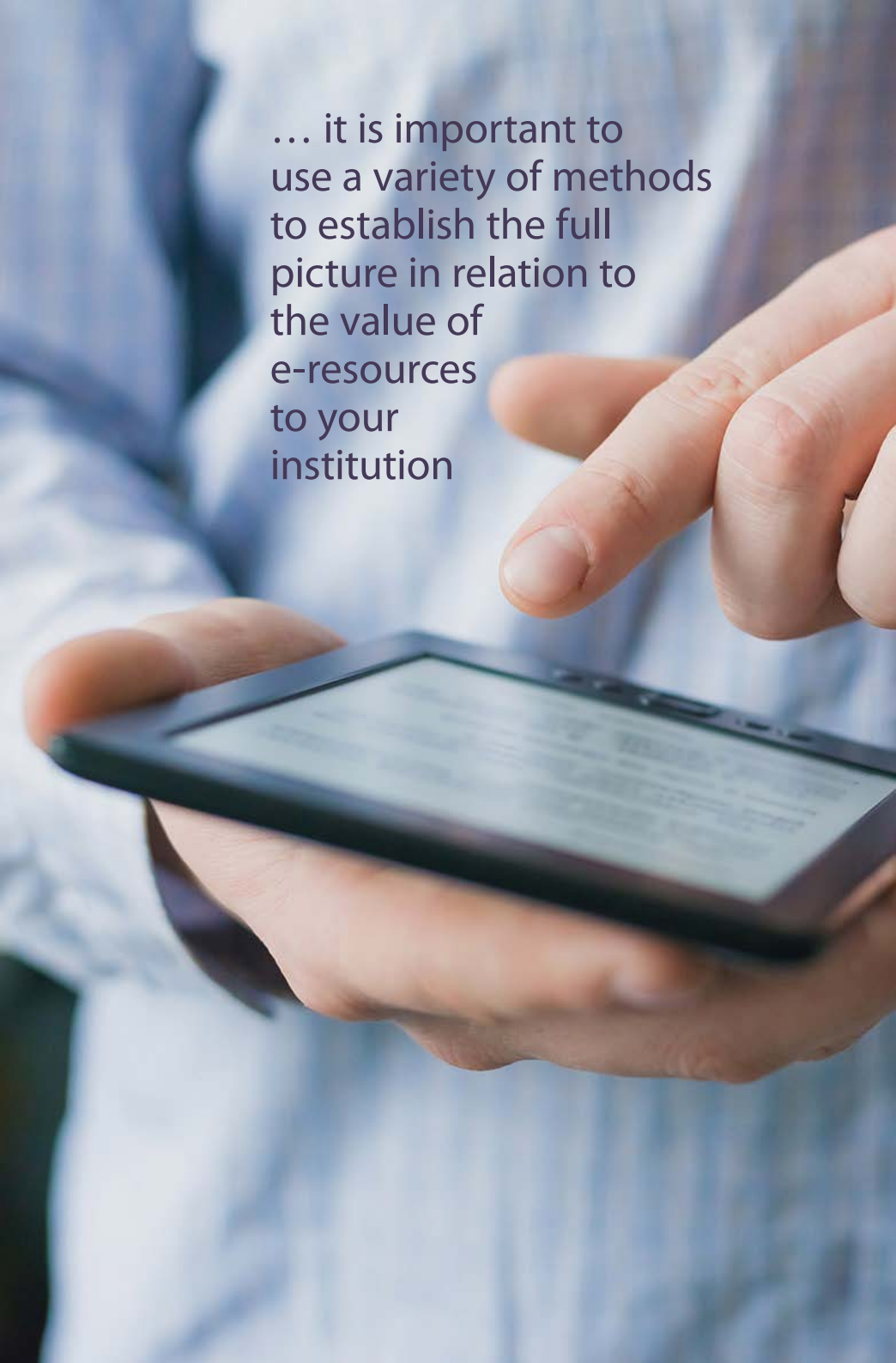
The Journal Impact Factor is a benchmark of a journal's reputation and reflects how frequently articles in a peer-reviewed journal are cited by researchers in a particular year. The Journal Impact Factor is the average number of citations counted in a given year for articles published in the previous two

years (Garfield 1999). The Journal Impact Factors are published each year in Thomson Reuters' Journal Citation Reports and are based on Web of Science citation data. Impact factors help to evaluate a journal's relative importance, especially when compared with other journals in the same field. The example in Figure 6 shows the top ten biology journals based on 2012 Journal Impact Factors. If your institution teaches or conducts research in biology you could compare this list with your holdings to see how many of the top ranked journals you subscribe to. The missing journals could then be considered for procurement if funds are available and if your users feel that they are relevant.

Figure 6: Screenshot of the top ten biology journals as ranked by Journal Impact Factor from the 2012 Journal Citation Reports® (Thomson Reuters)



There are alternative metrics to the Journal Impact Factor such as the SCImago Journal Rank indicator (SJR) (Guerrero-Bote and Moya-Anegón 2012) and the Source Normalized Impact per Paper (SNIP) (Waltman et al. 2013) which can also be used to compile lists of top ranked journals in various disciplines. Both SJR and SNIP are based on Elsevier's Scopus citation data.



... it is important to use a variety of methods to establish the full picture in relation to the value of e-resources to your institution

Institutional Priorities

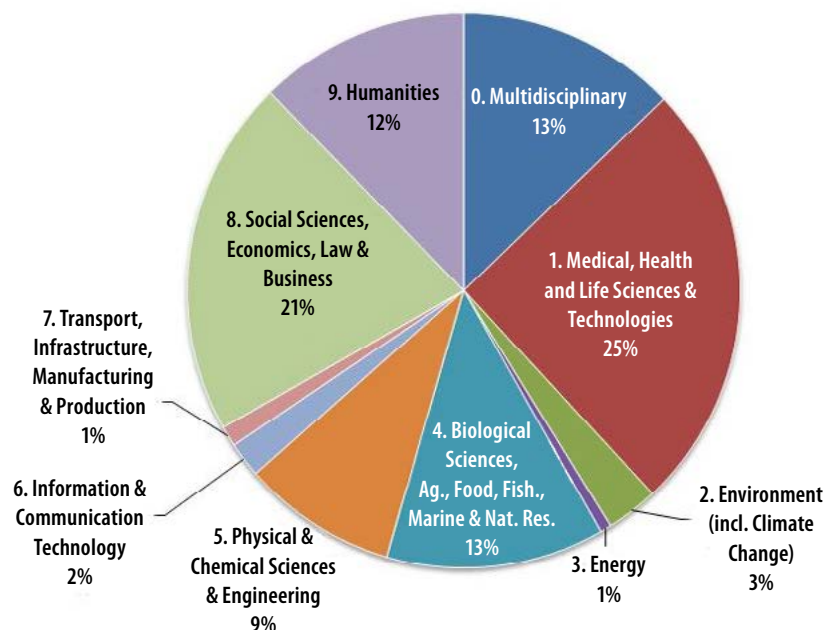
Another method of measuring the value of e-resources is to see how well they complement the priorities of your institution. Many public libraries, including Dublin City Libraries (Hayes 2012), Roscommon County Libraries (Roscommon County Council Library Services 2011) and Cork City Council Libraries (Cork City Council Libraries 2010), have library development plans which contain a list of the objectives and aims that are hoped to be achieved within the timeframe of the plan. The e-resources provided by the library may assist in achieving some of these aims and objectives. For example, e-resources can help achieve aims in relation to creating a library service that is open and accessible to everyone by providing remote services and online audio books which can be used by people with visual impairments. In addition, some library development plans, such as the Mayo County Library Development Plan 2011-2014 (Mayo County Library 2011), have specific aims to provide online databases, e-books and online audio books. The national **Opportunities for all** public libraries strategy for 2013-2017 (Department of the Environment Community and Local Government 2013) includes aims to improve access to information and knowledge through the provision of the virtual library and digital services, and to generate measurable data on the provision and impact of library services.

In academic libraries, it is important to examine if sufficient e-resources are being provided to cater for the institutions specific research priorities which are outlined in the latest strategic plan. It may also be useful to match your institution's e-resources against the government's research priorities as laid out in the National Research Prioritisation Exercise (Forfás and Department of Jobs Enterprise and Innovation 2011).

The National Research Prioritisation Exercise or NRPE Fields have been developed by the Irish Universities Association iResearch project team. While it is not yet set up as a standard, it is however a 'cross walk' between two well established classification schemes, the Frascati Manual Field of Science classification and the Web of Science classification. The NRPE has nine main fields and a tenth called 'Multidisciplinary' was added by the IReL Monitoring Group

to describe e-resources whose coverage encompasses several disciplines. Figure 7 shows the percentage e-journal usage by IReL members amongst the ten NRPE fields in 2011 and 2012. A quarter of IReL e-journal usage is in 'Medical, Health, Life Sciences and Technologies' with 21% of usage accounted for by 'Social Sciences, Economics, Law & Business' e-journals (Figure 7).

Figure 7: The breakdown of IReL e-journal usage in 2011 and 2012 by NRPE fields



Using a graph such as Figure 7 can help highlight which research priority areas are lacking e-resources or where usage by researchers and students is low.

Qualitative Methods

The final method of assessing the value of e-resources is to speak to the people who use your library to find out what resources they use and how they rate their importance. This can be done via informal conversations with

users or more formal methods could be employed such as surveys, online and paper questionnaires, interviews and focus groups. It is important when using these qualitative methods to assess the different types of users of your library services, so that you can establish if there are differences in the use of e-resources by these sub-groups. The different sub-groups could include academic researchers, undergraduate students, elderly people, teenagers, children, users with disabilities, and non-Irish nationals.

Surveys can be relatively simple and straightforward to implement especially with the recent development of websites such as SurveyMonkey that allow you to set up online surveys and embed them in your website or email links to your users. The IReL Monitoring Group has conducted a number of surveys since the establishment of IReL to provide qualitative data on the value of its e-resources to IReL users including the 2007 IReL Impact Survey (IReL Monitoring Group 2007).

Point-of-use web surveys have the potential to be a useful tool in assessing the value of e-resources. This type of short, standardized web survey placed at the point-of-use has been used by the MINES for Libraries® project to measure the impact of networked electronic resources and services (Thomas et al. 2012). The aim is that this information will then allow libraries and consortia to enhance services by enabling the future allocation of resources to areas of user-identified need (Plum et al. 2010).

Conclusion

There are many methods of measuring the value of e-resources with cost-per-use being perhaps the most useful metric. However, there is no single perfect method. Therefore it is important to use a variety of methods to establish the full picture in relation to the value of e-resources to your institution. The importance of this topic is further illustrated by the establishment of an E-Metrics Special Interest Group by the International Federation of Library Associations and Institutions (IFLA) to look at "the strategies and processes for the gathering, processing and reporting of statistics and performance

measures to describe the use, users and uses of electronic and networked information services and resources" (IFLA 2012).

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Community Collecting and World War One: The Europeana 1914-1918 Project

Katherine McSharry

Abstract

Europeana is Europe's digital museum, archive and library. The National Library of Ireland (NLI) became a partner in 2012. Ireland's contribution to Europeana 1914-1918 is described in this article. The background to the project is outlined and the methodology is considered.

With support from Europeana and the University of Oxford, NLI held two roadshows which resulted in more than 350 stories and thousands of associated images of diaries, letters, postcards and artefacts from Ireland which have been digitised and made available online, through a process that presents both opportunities and challenges for any organisation.

Keywords: *Europeana, Ireland; World War I, Digitisation Project, Ireland; World War I, Memorabilia, Public Involvement*



Europeana

Europeana brings together content from institutions all over Europe, in line with its mission of “making cultural heritage openly accessible in a digital way, to promote the exchange of ideas and information”³ (Europeana 2014). NLI has been a member of The European Library, the portal site for Europe’s National Libraries, since 2007. The European Library is the national libraries’ aggregator for Europeana, so NLI content has appeared on the Europeana portal for a number of years.

Origins and background: The Great War Archive and Europeana 1914-1918

The Europeana 1914-1918 project grew out of the First World War Poetry Digital Archive, which is based at the University of Oxford (<http://www.oucs.ox.ac.uk/ww1lit>). This JISC-funded project was primarily intended to curate and present archival materials concerning the literature of World War I to the general public. In addition to contextual multimedia content, it includes archival resources on Wilfred Owen and other major British writers of WWI.

As a strand of the project, the team also developed a Community Collecting model to create the “Great War Archive”. This has been described as “an innovative approach to collection strategies, digitisation, cataloguing, and public involvement in major research projects” (http://www.ox.ac.uk/research/humanities/projects/great_war_archive.html).

In 2008, 6,500 items held by the public relating to WWI were collected, digitised and made available online, using a community collecting model. Members of the public could digitise and submit content directly online themselves, through a repository and interface developed by the team. Alternatively, they could attend one of a number of “roadshow” days. During the roadshows, the Oxford team based themselves in local libraries, museums and archives, and invited the public to come along and have their family memorabilia digitised

on the day. There was also the opportunity for them to consult historians and experts about the significance of their memorabilia and learn more about the period. The family stories that were recorded, and the digitised items associated with those stories, were then made available through the online archive. By taking this dual-track approach, the team made it possible for anyone to contribute content, regardless of their access to, or familiarity with, digitisation equipment. Using an on-the-spot digitisation approach, combined with a license to display digitised content, allowed families to retain their treasured original letters, diaries, photographs and artefacts, whilst still making these items widely available for research and learning purposes. The success of the project, and the transferability of the model the team used, encouraged Europeana to bring other European organisations across into an alliance with the University of Oxford to create Europeana 1914-1918.

The model used to create the Great War Archive at Oxford offered the opportunity to extend the nature of cultural heritage material that Europeana collected and made available, broadening the base from established collecting institutions and reaching out to a wider public. With World War I as the collecting focus, the subject was also one which would be of interest across the countries of Europe. It was expected that multiple and diverse perspectives on the conflict would be generated, anchored in previously unknown primary sources. As with the original Oxford project, contributors can provide content either via a dedicated website www.europeana1914-1918.eu or at what are described as “Family History Roadshows”. The technical infrastructure through which all the content is managed and delivered, whether that content originates directly with individual contributors at home, or is presented and digitised at roadshows, was built and is maintained by the Europeana team.

Methodology and the Collecting Process

Anticipating the centenary of the outbreak of WWI in 2014, the collecting process began in 2011, with the launch of the online portal and a series of roadshows in Germany. Between March and July 2011, nine roadshow days

3 <http://pro.europeana.eu/about?>

were held in Germany, and the model has been rolled out across Europe since, including in Ireland (2012).

Although each roadshow is necessarily unique, informed by the country and its individual experience of war and remembrance, by the nature and status of the hosting organisation and the often idiosyncratic quirks of historic buildings, three key elements for community collecting are standard across all. The first of these is the license agreement in relation to content re-use signed by contributors, who must own the rights to the material, or have been granted rights by the owner. In line with the Europeana commitment to open availability of cultural heritage material, content is contributed under the terms of a Creative Commons Attribution ShareAlike License, and metadata under the terms of a Creative Commons CC0 1.0 Universal Public Domain Dedication. The effect of these terms is that metadata can be reused by anyone for almost any purpose without conditions, and content can be reused in almost any way a third party wishes, but must be attributed to the rights owner – and if that third party makes alterations to the content, they must allow others to use the altered content under the same conditions (Europeana 1914-1918 2013). As such, all of the content collected for the project is freely and straightforwardly available for use, without the administrative burden of seeking to clear rights, which would be extremely unwieldy given the diverse sources from which it originates. Although these specific terms might not always be appropriate for all community collecting projects, what they demonstrate is the critical importance of

Left: Media recording contributors at the National Library of Ireland, while below people gather to make their contribution. Included also are some of the photographs recorded.



an explicit articulation by the collecting body, and a clear understanding on the part of the contributor, of the conditions under which material is being provided and will be used.

The second key element is the presence of a known and robust technical solution for content management and delivery, drawing in this case on the Europeana infrastructure. This ensured that there was a clear solution for storing, managing and making available the content collected in a timely way, both for those who could or wished to attend roadshows, and for those who wanted to contribute material directly from home. The final critical piece is the existence of a detailed, flexible and user tested workflow template, to structure the complex process of running a large- scale stand-alone event and generating outputs that could be quickly integrated into the online archive. The workflow used during the Europeana 1914-1918 roadshow days was developed as part of the process of creating the Great War Archive with extensive documentation shared via a dedicated website (<http://projects.oucs.ox.ac.uk/runcoco/>). Although each hosting organisation modifies or adapts these guidelines to suit local logistics, the main components of each roadshow workflow have conformed to the basic template, and provide a helpful basic model for any such community collecting day.⁴

A floor manager oversees the whole operation, is responsible for the preparations and manages and responds to the changing demands of each collecting day. The ideal location is a large, accessible open space, such as a hall or theatre emptied of seats, in which all the roadshow activities can be accommodated laid out as a circuit. The first component is a welcome area, which serves as the initial point of contact for potential contributors, and where they can be checked in if the day is being run on an appointments basis. This is also where they are provided with a collection form, which outlines the contribution terms and conditions, and has a template for the information which will be collected from them at interview stage, about the objects they have brought with them

and the stories associated with those objects. Contributors then move to the waiting and interview area, where they are seated in order of arrival and begin completing the form, until an interviewer is available. Interviewers are based at tables large enough to view the material, and at which at least two members of the public can also be seated comfortably at one time (the nature of collecting family stories associated with WWI or similar events means that more than one family member typically attends at once). The interview may be recorded, with the contributor's permission, and a conversation takes place in which the interviewer elicits all the details necessary to complete the form. At the end of this process, the interviewer assigns the material a unique identifier, critically important in ensuring that stories and material are correctly associated, and then brings the contributor and their material to the digitisation check-in area, where contributors can collect material once it has been digitised. From here, the check-in manager coordinates sending material to the digitisation stations (of which there can be as many as necessary), and retrieving material once it is digitised, and ensures that the material is returned to the correct contributor before the end of the day.

In addition to these core workflow elements, it is recommended that various kinds of expertise are available, both to enrich and deepen the experience for contributors, and to assist interviewers with specific information as needed. This has included military and other historians, members of regimental societies and museum and archival curators, and where possible, and where the collecting activity is being undertaken for the first time, individuals with previous experience of similar collecting days. Depending on the scale and significance of the collecting day, it may also be necessary to have a media liaison area, plus additional activities and services (catering, short talks or demonstrations, costumed interpretation and music) which add to the contributor experience and offset any time waiting to be interviewed. Once the day itself is completed, the digital objects created are processed in line with the project guidelines, and then the stories captured on the interview forms, together with the associated post-processed digital images, are uploaded to www.europeana1914-1918.eu

4 NLI used this model in 2013 in collecting material connected to President John F Kennedy's visit to Ireland in 1963.

Europeana 1914-1918 and Ireland: The National Library of Ireland Experience

Based on NLI's ongoing relationship with Europeana and following the successful use of libraries in Germany as hosts for the roadshow days, we were approached as a possible partner, late in 2011. Europeana and University of Oxford looked to roll out the concept to new locations, and to build a pan-European archive of World War One material.

With support from the Oxford and Europeana teams, we organised two roadshows in 2012, one in the NLI (March), and one generously hosted by the Hunt Museum in Limerick (November). Following substantial advance media coverage, the roadshow on 21 March was extremely busy. Over 600 people from all over Ireland attended with contributions and memories, generating more than 250 stories and thousands of images. As the Berlin roadshow generated 88 contributions, and the previous highest number of contributors in the UK was 111, this turnout was far higher than anticipated, and required the involvement of more staff than expected. We also benefitted greatly from the goodwill of a number of individuals and organisations who volunteered on the day, including Lar Joye (Military History expert, National Museum of Ireland), the Royal Dublin Fusiliers Association, various members of the Western Front Association, members of the Irish Great War Society in replica uniforms, and others. Even with the additional support called in at short notice, we were obliged to turn away a number of potential contributors (their details were taken and a dedicated day held for these contributors early in 2013). Attitudes towards

the participation of Irish people in WWI have shifted. This change has been brought about by the work of a diverse range of people and organisations including President Mary McAleese, the National Museum of Ireland and regional associations such as the Royal Dublin Fusiliers Association. It appears that many descendants of those who were involved in the conflict are eager to take opportunities to share their memories and materials, and to ensure that these are safeguarded and preserved for new generations.

The opportunity to explore a community collecting model offered by participation in the Europeana 1914-1918 project was very useful for the NLI. Building on and benefitting from an existing process and technical infrastructure, and drawing on the first-hand expertise of teams who had carried out this kind of work before, was a managed way into an activity we had not



Right: Jimmy Dennyhan T.D. Minister for Arts, Heritage and the Gaeltacht viewing the Hunt Museum Road Show exhibit

previously undertaken. This gave us invaluable experience and learning in participatory collecting, transferable to other subjects of interest and available to other organisations exploring similar models. Because the process requires input from so many areas, it also meant we developed relationships with other organisations, such as the Hunt Museum in Limerick, creating further new opportunities. It was an excellent team-building exercise for NLI staff, many of whom might not otherwise work together on a daily basis, and enabled staff such as those on our digitisation team to interact with the public, in a way not normally available to them. A particularly interesting and unexpected benefit of the process was members of the public were fascinated by the digitisation set up, and often stayed to watch their material being digitised, while the digitisation team enjoyed the interaction and the opportunity to answer questions about their work, which is normally very much a backroom activity. The process also uncovered large volumes of previously unknown material in private hands, and generated significant media coverage, but it was not without its challenges. Any work of this kind is resource intensive, and should not be undertaken without the commitment to completing the cycle, from planning to online delivery of the digitised content, in a reasonable timeframe. The unpredictable nature of public interest in a roadshow day can also make planning challenging, so it is worth considering operating an appointments system to give an idea of numbers expected. Based on the learning from our first roadshow, we trialled this approach in Limerick, and found it successful, based on 90 visitors and a staff of 12 (four interviewers, four digitisation team members, and one subject expert plus floor management and administration.) Finally, it is worth noting that the process tends not to be neatly completed even when all the material is online, as there are often clarifications from contributors, or enquiries from journalists or researchers interested in discovering more about particular stories. Those individual stories continue to be at the heart of the Europeana 1914-1918 project, bringing the narratives of thousands to a new audience. A flavour of the stories uncovered in NLI include

"I received a letter ... today telling me of Katey's death. I have not quite grasped it yet and can hardly believe it's true, it's too awful and all the plans I had made to

Please send back
Annie
Limerick
8th May 15

Dear Annie

I received a letter from Fr
Lennon today telling me of Katey's death
I have not quite grasped it yet and can
hardly believe it's true, it's too awful and
all the plans I had made to make the
old place nice for her, & drive me mad
when I think that I will never see her
again or hold her hand in mine. You at
least Annie know what it means to me
will you ask Mother to keep the Baby
she will have five shillings a week from
the Government. I also received your
parcel many thanks for it. Annie it
was kind of you to send it. I shall be very
glad to hear from you. I'll conclude now
Annie yours Wm O'Reilly

The William O'Reilly letter



Joseph Heapes

make the old place nice for her. It drives me mad when I think that I will never see her again or hold her hand in mine. You at least Annie know what it means to me, will you ask Mother to keep the Baby she will have five shillings a week from the government..."

(<http://www.europeana1914-1918.eu/en/contributions/3369>)

In addition to the tragic story of William O'Reilly, the Irish roadshows also uncovered the romantic tale of another prisoner of war, Joseph Heapes. Gassed, shot and captured during the war, he also ended up in Limburg. It was an unlikely setting to find the love of his life, but when his sister Theresa at home in Dublin encouraged all her co-workers to write to the men in the prison to keep their spirits up, a cook from Dundalk named Mary Fearon became Joseph's pen-pal. He sent her letters in return, and photographs of himself, and she obviously liked what she saw – they were married in 1921 – and their story was remembered and included in the project by his daughter-in-law, almost 100 years later (<http://www.europeana1914-1918.eu/en/contributions/3497> (Europeana 1914-1918 2012b)).

Conclusion

For many who attended the roadshows, the value of the experience was not solely in passing on and recording stories, but in sharing them – feeling part of a community of people brought together

around common memories. As such, projects like Europeana 1914-1918, and many others being held throughout Ireland to mark various commemorations, are not simply about libraries and archives collecting material, but about interacting and engaging with a public eager to work with memory organisations as full partners in uncovering our heritage.

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Ulysses and Palmerstown Library: a first reading

Roslyn Hickey and Siobhan McCrystal

National and international critics alike, tell us that *Ulysses* is one of the greatest novels ever written. James Joyce wrote the book in celebration of his native city, Dublin. Most Dubliners are proud of the book and have been known to speak about it with affectionate good humour both in their conversations with other Irish people and in their encounters with tourists and fellow holidaymakers while abroad. Amazingly, they engage in these exchanges despite the fact that they may never have read *Ulysses*! Both authors understand this situation very well. One of us (Roslyn) was fascinated by *Ulysses* but lacked the courage to read it. However, she decided that it would be her New Year's resolution for 2013: she would have the book read by the end of the year. On going to the local library, she discovered that the librarian (Siobhan) had it on her 'to do' list.

So, a plan was made to read *Ulysses* together. Another staff member indicated an interest and as our excitement grew, we determined to form a group of like-minded people to rise to the challenge of reading *Ulysses*. We determined to have the challenge of reading *Ulysses* concluded in time to celebrate as deserving Joyceans on Bloomsday, 16 June 2013.

A L

An Leabharlann
23-1
March 2014

Joyce Tower, Sandycove

Photo: Owen Fitzpatrick / Shutterstock.com

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Rationale

As we planned how to set up the group, we explored the reasons people are reluctant to read this great Irish novel despite having such respect and affection for and curiosity about it. We discussed our own unsuccessful attempts and those of others we knew. We noted that even avid readers and literary aficionados feel ill-equipped at the prospect of taking on such a tome. Others borrow or buy the book and persevere for a few pages. They often get overwhelmed shortly after reading that

‘Stately, plump Buck Mulligan came from the stair head, bearing a bowl of lather on which a mirror and a razor lay crossed’ (p3).

Consequently, the book is archived in their innermost stacks-under the bed! And all this happens before the concluding short sentence of the first chapter, ‘Usurper’ (p3). There is an irony in this concluding sentence as it speaks of the absent eyes of the average reader whose presence, as Declan Kiberd explains, has been supplanted by the ‘literary canon’ and ‘corporate university’. Many are intimidated by the reputation of *Ulysses* as a novel for academics and intellectuals. The legend of its forbidding difficulty has scared readers off (Kiberd 2009). We agreed that this was probably true for most readers. These discussions proved very useful as they clarified the concerns of the average reader and provided the background information that was necessary to design a programme that was appropriate to the needs of the target group.

Development of a Structured Reading Programme

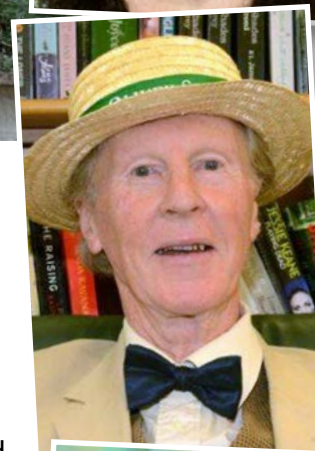
We determined that we would make *Ulysses* accessible to the average suburban reader who used the local library service. We agreed that the programme would be grounded and delivered in the spirit of the philosophy of adult education and lifelong



learning. We would learn together in equal partnership – and have fun in the process! The momentum of the group would be fostered and sustained by having a structured programme which was

- Sufficiently flexible to accommodate a collaborative approach which would involve all readers
- Sufficiently focussed to drive the work forward to the desired conclusion
- Sufficiently balanced to include visits to places associated with the text.

The programme was scheduled to meet the deadline, Bloomsday, 16 June 2013. The plan was to have our formal sessions completed by the end of May. The first two weeks in June were allocated to wrap-up sessions during which any outstanding issues relating to the text would be explored. The duration of the programme was fixed at 22 weeks. The ‘rule of thumb’ was to have one chapter covered each week but as there



are 18 chapters of varying lengths and complexities, the schedule was flexible enough to allow for adjustments while still adhering rigorously to the schedule. Weekly sessions were planned for Wednesday evenings (7.30pm- 9.00pm). A mid-term break at the end of February and a break at Easter were factored into the schedule in order to give the group a break.

Discussion

The group met for the first time on 16 January 2013. As a result of promoting the reading programme, the group now numbered twenty-two. We started on a congenial note with refreshments which were much appreciated as many of the group had travelled some distance on that cold, dark night in January. We revealed our reason for establishing the group: neither of us could face the prospect of reading *Ulysses* on our own and needed a support/therapeutic type group to get us through the book. This disclosure raised a laugh as well as opening up a frank discussion about individual unsuccessful attempts to read the book. A handful of people had managed a first reading but still felt that the group would be of benefit to them. However, the majority of the group had never read *Ulysses*, and just like us, were determined to make it happen in 2013. This first session was very important as it motivated everyone to commit to our objective of celebrating Bloomsday, as authentic Joyceans, in June. We made a 'fun pledge' to see the session through to 'the end'! The programme for the next twenty-two weeks was circulated and discussed. Some people gasped at the volume of work required to complete our task.

We calculated that participants would need to put aside at least three hours per week in order to cover the material required for each session. We agreed that the reading of the specific chapters of *Ulysses* would be covered at home. We explained that the weekly sessions would be used for focussed discussions, based on question sheets exploring the main themes and aspects of the particular chapter for that week. Participants would receive the question sheets by email and would use them to guide their reading in preparation for the next session. All borrowed a copy of the text from Palmerstown Library. We used the last fifteen minutes of this first session to listen to Jim Norton's

reading of the opening chapter of *Ulysses*. The participants were advised of the value of audio aids such as this which are available for borrowing from the library. The first session ended on a high note with friendships beginning to blossom as we prepared to immerse ourselves in the world of James Joyce and his characters.

The weekly sessions adhered to the schedule as set out in the programme and the pace was steady and energetic. The group was subdivided into three groups and named after three of the main characters: Bloom, Molly and Stephen. This structure helped to generate conviviality among the participants as the smaller groups were more cohesive, and facilitated the quieter person. Each group spent the first period discussing the portion of questions assigned to them. Then, they regrouped into one large group where each took responsibility for facilitating a wider discussion based on the question sheets. This maximised the opportunity for everyone to have a voice. It also allowed for the complexities and the issues of the work to be teased out and explored. Many heated and lively debates developed which, in turn, increased engagement and appreciation of the book.

Each session began with a welcome, a gentle reminder about full participation and mutual respect for all opinions, an invitation for feedback on the previous sessions and suggestions for improvement in future sessions. The sessions concluded with an explanation for the following week's work and a motivational reference to our progression along the time schedule. As the weeks went by, people became engrossed in the work and began to develop extensive interests related to the text. An excellent spirit of camaraderie, humour and respect characterised the group as individuals encouraged each other. All of this was helped by the opportunity for chat over light refreshments. Sometimes, the tedium of difficult passages was relieved by someone either singing a song from the period or sharing a relevant humorous observation or piece of information.

The resources of the library service were able to meet the requests for books on topics such as the contemporary history of the period, critiques of and



guides to *Ulysses*, the Joyce family, music associated with Joyce's work, Edwardian dress etc. Each week both authors advised the group on material which would support and increase their enjoyment of the text. A table in the library contained a wealth of Joyce-related articles.

Complimentary Visits

Another important dimension to the work of reading and studying the text were the trips we arranged at various stages of our reading of the book. James Joyce's birthday on 2nd February was marked with a birthday cake at the nearest Wednesday session. Six weeks into the course, we visited Glasnevin Cemetery on a very cold and snowy Saturday in February. It was perfectly timed to match our previous Wednesday study of the Hades chapter where Leopold Bloom travelled from the city centre to attend the funeral of Paddy Dignam. Our tour guide, Paddy, brought us around all the graves of Joyce and contemporaries, quoting from Hades as he went. We also enjoyed his

historical references to Home Rule and Parnell, Daniel O'Connell and Arthur Griffiths as well as other interesting anecdotes. He had tailored the tour perfectly to our particular interest in Glasnevin.

The second visit was to the Martello Tower (Sandycove) on a wild and windy day in March where the opening chapter, *Telemachus*, is set. Joycean author and curator Robert Nicholson led the group on a tour and answered our questions in great detail displaying his knowledge of Joyce. The little museum has some interesting exhibits. This was well worth a visit to see where Joyce slept and ate during his short stay with Gogarty.

By the next visit, we had got to the tenth chapter and were finding it tough going in terms of sheer stamina so our trip to 1 Martello Terrace in Bray was a lovely relief. We were lucky to have someone in the group who knew the present owner, Liz McManus. She lives in what was once a home of the Joyce family and features in *Portrait of the Artist*. It was a sunny April Saturday and we enjoyed the view of Bray promenade from the veranda (not present in Joyce's time incidentally). Liz kindly set us up with refreshments in the very room of that Christmas scene in *Portrait* where "Mr Dedalus looked at himself, in the pier-glass above the mantelpiece, waxed out his moustache-ends and then, parting his coattails, stood with his back to the glowing fire." I can tell you that I felt most honoured to read that piece in that particular time and place to the group (Siobhan).

Two weeks later and two more chapters under our belts, we headed to the Jewish Museum on Sunday 21st April where our group were courteously received and given a short lecture on the Jewish community in Dublin around the time of *Ulysses*. Some interesting facts emerged that would challenge the accuracy of some of Joyce's references. It was a most interesting

insight into the Jewish community throughout Ireland at the turn of the century. We had been discussing Joyce's use of Bloom, a Jew, as his vehicle for the outsider looking at Irish society so this was an important visit for us.

Time was running out and we would never get to go to all the places we wanted to visit like Swenys Pharmacy and the Joyce centre. We still had several heavy chapters to get to grips with. It was all reading and homework questions at this stage with one week running into the other. One final trip to see us through to the end was needed. So, on Saturday 11th May we all went up to Monto! Terry Fagan, Dublin folklorist and author gave us the most wonderful tour laden with tales of the Madams and their cruelty, the sad stories of the prostitutes and stories about some of their famous customers, one of whom was James Joyce. We were reading the Circe chapter about Bella Cohen's brothel in Mecklenburgh Street around this time so to walk on the very cobble stones of that notorious street, even though the buildings are gone, was very special. He also gave us the historical background to the area from the brothels to the Lockout, 1916, the civil war to the Magdalen laundries and the story of Frank Duff to the present day struggles with the drug problem. That was an historically rich and unique tour.

Meanwhile, on Wednesday nights we soldiered on with *Ulysses* ending with Molly's Famous soliloquy and there was no rest after that as Roslyn pushed us to our limits to work hard for our Bloomsday celebration. She had been in touch with David Norris, a former lecturer of Roslyn, and she wanted us to impress him with our knowledge. Each group worked on a song and a poem for our presentation night. We had certificates signed by Roslyn and David Norris to be presented to our twenty-two well deserving participants on our own Bloomsday (actually evening) on 13th June. The day arrived and bad news about David Norris's health. He was in hospital but wished us the very best with our celebration and what a night it was. The dress code was Edwardian and we brought lots of food and refreshments for the night ahead.

Leopold (Roslyn) presented the certificates with the help of Molly (Siobhan) and Mrs Fleming (Mary) in a little sketch that we did whereby each group

would only be accepted into 7 Eccles Street for their certificates by performing songs and reciting their poetry. It worked very well and I think David Norris would have really enjoyed our endeavours.

The Bloom Group sang "The man who broke the bank in Monte Carlo", Stephen's group sang "Those lovely seaside girls" and the Molly group sang "My girl's a Yorkshire girl" not in the best of tune but not in the worst either.

Post Bloomsday

This project was successful for us on a professional and personal level. For members of the group and the authors, there was definitely a sense of achievement. It was hard work at times but the support of the group proved crucial in keeping all the members focussed on completing the challenge we had set at the outset. We would hope that this template for structured reading could be used by others thinking of reading *Ulysses* or other titles from the literary canon.

Since reading *Ulysses*, we have read *Portrait of the Artist*. Some from the initial group have participated and there are a few new faces. We incorporated a very interesting tour to Clongowes Wood College. Both authors have since attended a number of Joyce events including a lecture by Declan Kiberd in the James Joyce Centre. Studying Joyce can be all-consuming and never ending! On returning from yet another Joyce event, the teenage daughter of the second author asked 'When is this going to end?'

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The Library Association of Ireland

Code of Professional Practice

Introduction

A core objective of the Library Association of Ireland is to support the professional standing of librarianship in Ireland. This Code of Professional Practice (the Code) provides a framework of values for members of the Library Association of Ireland (LAI). The Code defines the values of librarianship as professionalism, impartiality and integrity. All members of the LAI undertake to adhere to the Code.

Purpose of the Code

The Code is designed to:

- inform LAI members' decision-making;
- guide the management and delivery of library and information services;
- assure users of library and information services that LAI members adhere to legislation and other regulations in providing services and access to information;
- assure the wider society that LAI members place considerations of the common good at the centre of their professional activities.

Using the Code

The LAI's members work in an increasingly complex environment. The Code should guide their professional practice and assessment of issues; this will also require judgement within the context of each different situation.

Our values: professionalism, impartiality, integrity

Professionalism

1. We manage and deliver library and information services within our respective legislative and regulatory environments. We keep abreast of legislative and regulatory changes which may impact on the management and delivery of our professional services.
2. We strive to practice the highest standards of librarianship and information management.
3. We endeavour to ensure that our services are fit for purpose, responsive and accessible.



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4. We commit to continuing professional development.
5. We foster a collegiate working environment across all sectors of the profession, based on mutual respect for respective skills and knowledge.

Impartiality

1. We ensure that our services are provided in a fair and egalitarian manner to all user groups in our respective communities.
2. We select materials in all formats, based on best professional practice, to meet the needs of users. We provide access to as wide a range of material as is practicable. We strive to ensure the long-term preservation and conservation of materials for the benefit of future users.
3. We uphold the right of individuals to hold ideas and express opinions.

Integrity

1. We uphold the good standing and reputation of the profession.
2. We are honest in performing professional services.
3. We conduct our professional activities with courtesy, integrity and humanity.
4. We show respect for colleagues, our users, the scholarship of others and the law.
5. We refrain from ascribing views to, or speaking on behalf of, the LAI, unless specifically authorised to do so.



Appendix: further resources

Library Association of Ireland

The LAI makes a range of relevant materials to support this Code available to its members on www.libraryassociation.ie. In particular the homepage of the LAI Education Committee: Professional Standards includes links to

- Competency statements/frameworks from professional associations;
- Standards and guidelines on library service provision, management and operations.

Other

The website of the Chartered Institute of Library and Information Professionals (www.cilip.org.uk) includes links to its materials on ethics and professional knowledge and skills.

Many Sections of the International Federation of Library Associations and Institutions (www.ifla.org) have developed guidelines relevant to professional practice, and there is also a specific Continuing Professional Development and Workplace Learning Section.

Document based on the LAI Code of Ethics (2007) ; reviewed and revised by the LAI Professional Standards Committee, 2013 and approved by LAI Council, 12 December 2013.

Online Information 2013: adapting to disruptive technologies and creating value with people, platforms and information

London, 19-20 November 2013

Organised by Incisive Media UK, there was a range of sponsors including two 'gold' sponsors: The Copyright Licensing Agency and ProQuest.

This year's theme was 'Adapting to disruptive technologies and creating value with people, platforms and information'. There were three tracks each day as follows:

- Track 1: Information anywhere, anytime, any device; and Emerging business models for e-books and publishing.

- Track 2: From social media to real time media; and Exploiting search, research and discovery.
- Track 3: New frontiers in information management (repeated on both days).

The last time I (remember!) attending the Online Information conference was approximately twenty years ago when I was working in KPMG SKC. My job at that stage involved searching for information about companies, markets and industries on behalf of KPMG managers and clients. In terms of technology

Q www.

Search

"Before 'dialling-up' I used to consult ring-binders of information to ensure I was going to use the most relevant database ..."

this involved using dial-up databases such as Dialog and FT Profile. Before 'dialling-up' I used to consult ring-binders of information to ensure I was going to use the most relevant database and then I would carefully construct my search strategy on paper! These databases certainly made my job easier but I'm not so sure about 'disruptive' or even 'creating value'....

With this image of 1993-style searching in mind fast-forward to Online Information 2013 and in particular to Phil Bradley's series of 'what happens when' questions in his presentation on 'The future of search'. Phil Bradley (independent internet consultant) asked what happens (for example):

- 'when we get contextual answers directly from the search engine and don't need the website?
- when I'm more interested in results produced by my friends and colleagues?
- when my smartphone knows what I want based on where I am?'

Phil Bradley concluded 'the future of search is that search won't exist (because it will be everywhere)'.

The most useful parts of this conference for me were the 1) keynote presentations; 2) case studies on collaboration in the workplace and 3) presentations on tools and e-resources for researchers.

1. The three keynote speakers Mark Stevenson, Jacob Morgan and Tom Steinberg provided insights into the future both generally and in regard to information and to work. Jacob Morgan posed these three key questions about the future of work that certainly made me think: 'how will you adapt to new technology? How will you adapt to new people? How will you adapt to new behaviours?'
2. The case studies on collaboration and communication in the workplace using (primarily) social media covered the experiences of a number of organisations including the UK College of Police, PricewaterhouseCoopers, Citigroup and KPMG. (The latter has definitely moved away from dial-up

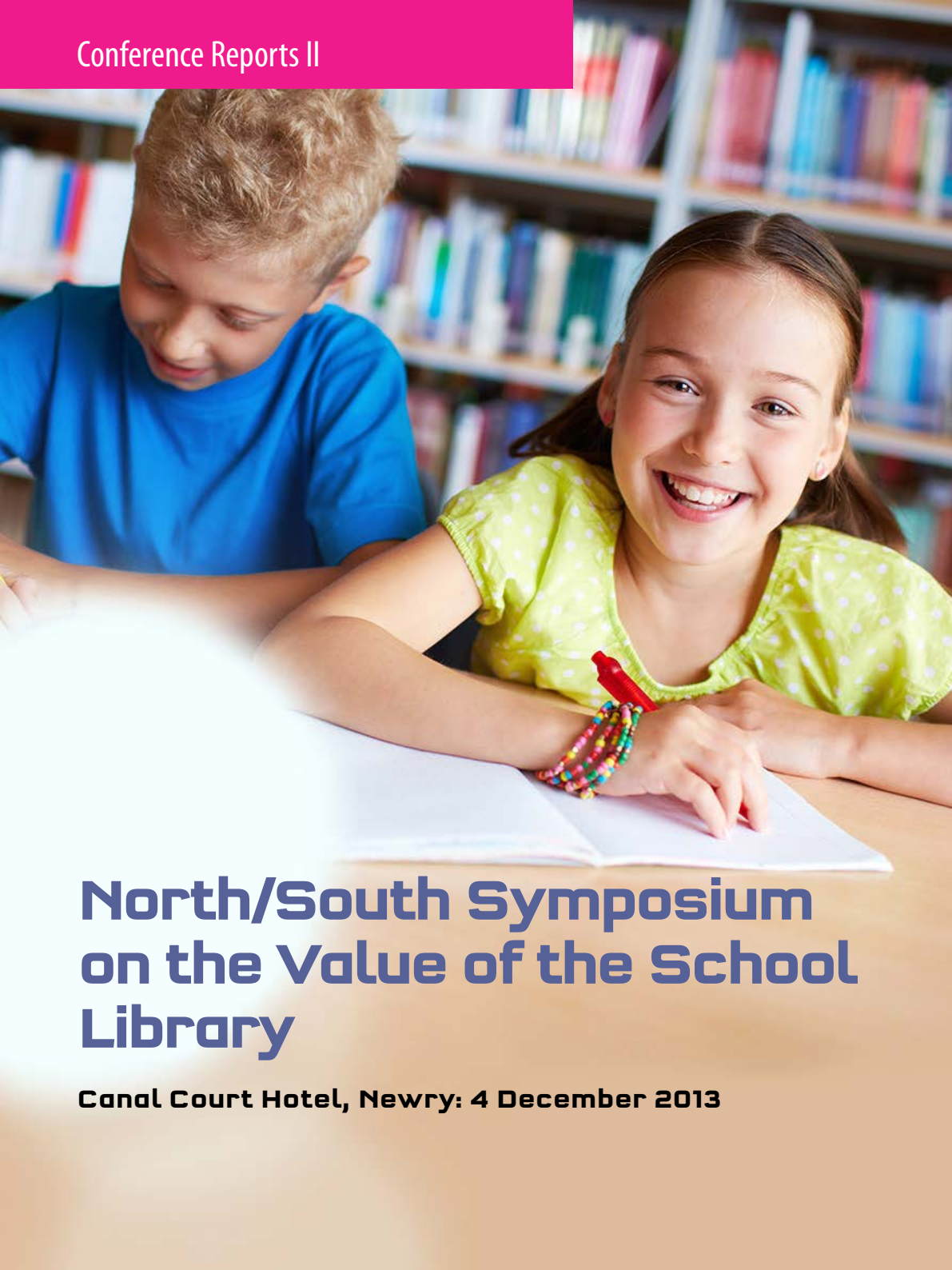
databases!) The trend in these organisations is towards building networks that will enable staff to communicate, connect, collaborate and create and there is a move away from building one-stop-shop information repositories. This approach was described by Paula Young, Global Knowledge Leader in PricewaterhouseCoopers as being more 'bazaar' than 'cathedral'.

3. The presentations on tools and e-resources for researchers included some good ideas for exploiting digital collections and individual research. For example, Mahendra Mahey (Manager, British Library Labs) outlined how he is encouraging and facilitating scholars 'to do research and development with and across British Library digital collections and data' through competitions and events. Andrew Cox (Information School, University of Sheffield) outlined the challenges and trends in research data management (RDM) and the role of librarians in RDM. He suggested that RDM is a 'wicked problem' i.e. a complex problem, and outlined the leadership style required in 'wicked problem spaces'.

While there were some really excellent presentations (many of which are now available on Slideshare) I thought that the overall quality of the presentations was disappointing in terms of content. Also the conference seemed to suffer from a general lack of energy or buzz, and I think this was demonstrated by the very poor attendance at the open space session.

I wasn't really surprised when the Online Information website announced in early January the 'closure' of the Online Information Show – the conference will not take place in 2014.

Madelaine Dennison is Head of Library and Research Services, Houses of the Oireachtas



North/South Symposium on the Value of the School Library

Canal Court Hotel, Newry: 4 December 2013

Seventy delegates attended a cross-border Symposium on 'The Value of the School Library', hosted by the Institute for Research in the Social Sciences (IRiSS), University of Ulster, with additional sponsorship from 3M and JCS Online Resources. The objectives of this Symposium were to provide an opportunity for school librarians and other educators from Northern Ireland and the Republic of Ireland to learn from each other; and for teachers and school principals to learn more about the value of school libraries, beyond teacher training courses that may not even mention school libraries at all.

Dr Alan McCully (IRiSS) welcomed everyone to the Symposium, which was organized and chaired by Dr Jessica Bates (Course Director, Library & Information Management at the School of Education, University of Ulster). The Symposium balanced the research and practice priorities of Information Literacy training and Reader Development, focusing on collaboration throughout case studies.

Geoff Dubber, a freelance consultant on school libraries with more than forty years experience in school and library management, delivered the keynote, "Problems and Progress". His core themes dovetailed with the organization of the Symposium: Information Literacy, Reader Development, and institutional arrangements of the profession. Geoff noted challenges facing school librarians, such as budget cuts, curriculum change and availability, teachers' preconceptions and unsympathetic principals, technology change, and the importance of advocacy. He asked how we could relate our own work to recent DEMOS and PIRLS reports and PISA results, with evidence, and striving for best practice.

The School of Education at the University of Ulster is quickly gaining recognition for its concentration on school libraries,

and the first two presentations were by recent graduates of its Library & Information Management programme. Christine McKeever reported on her M.Sc. dissertation project and its expansion into a Ph.D. She had studied school leavers' information literacy skills (which students consistently over-estimated), how these skills were developed by the school library, and if these were adequate for tertiary education. This study laid the foundations for an investigation into the information literacy skills of school teachers. The conference theme of collaboration was highlighted by Mary Davies in her discussion of teacher/librarian collaboration in improving information literacy skills. She considered the issues of the benefits of collaboration, what areas of collaboration are required, and obstacles to collaboration. Delegates received evidence-based justifications for changes they could make in their own work practices and school policies to improve teacher-librarian collaboration.

Maria Butler, Laura Sims and Joanna Dziedzic (School of Information & Library Studies, UCD) summarized their capstone project and injected genuine humour into a very serious topic: collection management strategies for developing facilities for bibliotherapy with teenagers. Through their presentation of the potential and limitations of an issue-based or pastoral section for opening up discussions, and the facilitator role of the librarian, Joanna, Laura and Maria imparted important, transferable practices for building up a Young Adult collection.

Kathleen Moran (JCSP) outlined the Demonstration Library Project, a range of initiatives to prevent pupils disengaging with school through the establishment of high-quality school libraries in disadvantaged areas; and how evidence to measure its success was collected. The project was so successful that it was expanded to more areas. In one of the highlights of the day, Eileen McDermott (Beaufort College, Navan) presented a case study of the project in action.

Sinéad McLaughlin (Scoil Íosagáin, Buncrana) looked at the establishment of a new school library as a tribute to pupils who had died in the 1998 Omagh bombing, and to provide a supportive environment for their classmates in

the aftermath. The immediate concern was to develop an "emotional literacy" within the school community, and the wider objective was to raise pupils' literacy levels in an area of high early school leaving. Sinead's presentation was a direct and moving affirmation of "The Value of the School Library". The emphasis on reader development was amplified by Ann Cowdrey (Bangor Grammar School) in her discussion of literacy and reading initiatives, including Accelerated Reader and shadowing book awards. Ann gave delegates a lot of great ideas, and her success in "changing the culture" of the school library was highly instructive.

The final section of the Symposium focused on agencies and institutional structures which support school libraries. Sheelagh Rea and Kathy Dunseath discussed the work of one of the North's Education Library Services (BASE); Pat Cowley and Hazel Scanlon represented the School Library Association Republic of Ireland (SLARI); Helen McElmurray and Cath Skipper represented the School Library Association Northern Ireland (SLANI).

After a series of presentations that concerned print-rich environments, author and publisher Siobhan Parkinson addressed the issue of digital books. She enjoined delegates not to fixate on format; when a child reads for pleasure, it doesn't matter whether it's a book or an e-book.

This successful event was perfectly pitched to celebrate the value of school libraries.

Presenters' slides are available at <http://www.socsci.ulster.ac.uk/education/library/041213.html>.

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

Inter-Parliamentary Research & Information Network (IPRIN) Conference 2013

IPRIN is a network for librarians and researchers working in the parliamentary libraries of the Houses of the Oireachtas, Westminster, the Scottish Parliament, Welsh Assembly, Northern Ireland Assembly and the Tynwald in the Isle of Man. The annual

conference is the key event in the IPRIN calendar. It provides an opportunity to explore common interests, learn from each other, exhibit new services to peers and to develop contacts in neighbouring parliaments.

“... there were many discussions about the potential impact of constitutional changes like abolition of the Seanad, independence in Scotland and the UK leaving the EU on our services”

caption



The Oireachtas Library & Research Service hosted 40 delegates for IPRIN 2013 in Leinster House over a day and a half on 2nd and 3rd of September. This was the second time the conference has been held in Dublin. Peter Finnegan (Assistant Secretary, Parliamentary Services in the Houses of the Oireachtas Service) officially opened the conference on the Monday morning.

In recognition of the arena in which we provide our services the conference programme usually includes a keynote presentation on a political topic and this year Art O'Leary (Secretary to the Constitution Convention) outlined the work of the Irish Constitution Convention. The Convention is an example of participative democracy, made up of 66 citizens and 33 politicians. It is charged with making sure the Constitution is fit for purpose in the 21st century. Art talked about the challenges of getting the convention started and the opposition it faced initially. He described a typical weekend at the Convention which sounded both exhausting and fun. I was especially struck

by how the convention engages with the public using social media and live streaming of meetings gaining over 20,000 viewers in 17 countries for the same sex marriage discussions with the event trending on Twitter!

John McDonough (Head of Collections, Oireachtas Library & Research Services) delivered an illustrated presentation entitled 'Blinking the sunlight ... developing collection and information services'. John brought delegates through the development of the Oireachtas library, its collections and services, since 1922. He concentrated on the projects to digitise elements of the collection and the development of technical platforms in the last few years; specifically a discovery service, electronic submission system, an internet site with a library blog and finally a public facing OPAC.

The Head of each of the IPRIN services gave an update on developments and as might be expected there was a lot of talk about doing more with less; less staff and budgets, more expectations from Members of parliaments and other users and strategies to use technology in the delivery of services.

There was a series of lively workshops held over both days that covered experiences of and opportunities for doing collaborative research, the role of librarians in the 21st century parliament, different approaches to treating legislation (information and research), data visualisation and the use of technology in parliamentary library and research services.

Outside the official programme, reflecting where delegates work as librarians and researchers, there were many discussions about the potential impact of constitutional changes like abolition of the Seanad, independence in Scotland and the UK leaving the EU on our services.

Charlotte Cousins is Senior Researcher (Parliamentary Affairs), Oireachtas Library & Research Service.

Ready? Read 'e': e-services in libraries, from European thinking to local actions

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**EBLIDA/NAPLE
Conference,
Milan,
15th May 2013**

For a number of years now, EBLIDA has held a joint conference with NAPLE National Authorities on Public Libraries in Europe (<http://naple.mcu.es/content/about-naple-forum>). The venue for this conference was the Palazzo Reale in the shadow of the 14th century Duomo in Milan. However, the topics discussed were those of the 21st century.

In welcoming delegates, Stefano Parise (President, AIB – Italian Library Association) observed that the digital dimension is changing libraries and that the ruthless law of business is now ruling libraries. In her opening remarks, Maria Antonia Carrato Mena (Spain), President, NAPLE noted

- The importance of European statistics for advocacy
- The need for a balance between Intellectual Property and access to information
- The need to update library laws in most European countries.

During the morning session, there were two keynote speakers:

1. Luigi Berlinguer, Italian MEP, addressed issues in relation to copyright. He noted that while debate moved within the European Parliament, there were many areas of resistance including the legal aspects. He suggested that copyright must change completely- culturally, legally and intellectually. While he was hopeful that progress could be made with the various stakeholders, he felt any real progress is stopped at the European Commission level.

2. Mrs. Androulla Vassiliou (EC Commissioner for Education, Culture, Multilingualism and Youth) emphasized the importance of culture and cultural heritage in the digital age. She also noted the importance of Europeana in preserving Europe's heritage. The role of public and publicly funded libraries was stressed. As she was unable to attend, her speech is available at: http://www.youtube.com/watch?v=7w23Ae3mpmo&feature=player_embedded

The second part of this session was a Panel Discussion on Ebooks and e-services in libraries: developing legal offer for European citizens. Panelists included EBLIDA and NAPLE members, Luigi Berlinguer, MEP and Gino Roncaglio (Tuscia University, Viterbo).

Some discussion points covered:

- E-books etc have changed the landscapes of libraries
- E-books have changed the rules
- PLR and copyright rules are unclear, uncertain
- Copyright law must be fit for purpose
- Digital market place dictating terms
- Cost of library licenses is restrictive
- Lending conditions should be fair
- Publishers refuse to sell e-books to libraries
- Fundamental right to reader to e-read

In the afternoon, delegates opted to attend one of three parallel discussion groups. At the group which I attended- The Spirit of Europe in International Forum- several issues were addressed. EBLIDA and IFLA believe that libraries must have the right to acquire material in any format including digital which should be available for lending. EBLIDA is launching Right to e-Read campaign.

All EBLIDA member associations were asked to provide information on

- o The National level
 - Any copyright reform?
 - Any relationship with consumer associations?
 - Awareness of the relationship between government and Commission? Between government and WIPO?
- o The European level
 - Can we convince DG Market of the necessity to update copyright framework?
 - Can we use MEPs to assist in opening the discussion on Copyright framework?
 - How can we connect this reform with WIPO issue?
- o The International level
 - National WIPO delegates need to be informed by LIS associations that European Commission is a major obstacle for the IFLA-proposed Treaty.
 - What arguments can be used to help effect change?
 - Have we any examples from copyright area which may be depriving people from having access?

A suggestion was made that each national LIS would try to arrange a meeting between President LIS, a copyright expert and someone who represents the country at WIPO meetings. The problem in Ireland- and it is the same in Luxembourg- is that copyright is dealt with by Department of Jobs etc. Representation at WIPO involves diplomatic staff from the permanent Mission in Geneva. Therefore, those negotiating at WIPO do not necessarily know the complexities of copyright in practice.

From the fore-going it is obvious that developments in copyright and related matters need to be addressed at local, national and international level.

Marjory Sliney (then Convenor) European and International Panel.

Book Reviews



Better library and learning space: projects, trends and ideas

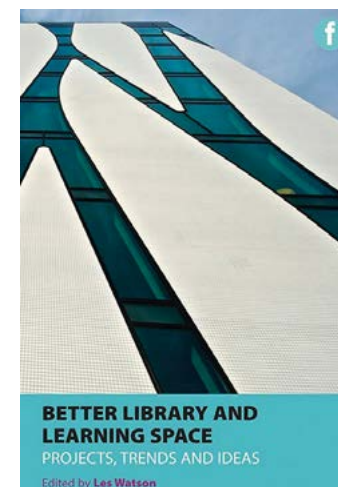
Les Watson, ed. London: Facet, 2013. ISBN 9781856047630. 278pp., ill. £49.95. Pbk.

Despite the economic crisis of the past five years, we continue, thankfully, to see beautiful new libraries, both academic and public, appearing in many parts of the world. It is something of a surprise, therefore, to pick up a book on designing library and learning spaces which is anything but enticing. One does not necessarily want a coffee table book, of course, but a text-heavy monograph like this with a small number of unremarkable photographs does not do justice to such an important subject.

However, to pass up on this book, because of the look of it, would be unfortunate. It would deny a library manager a very useful “innovative and practical tool-kit” in preparing a brief for a new or refurbished library space. The book seeks to answer the question “what are the most important things a 21st-century library should do with its space”.

Part 1 is an overview of projects and trends, in the UK, US, China, Hong Kong, Europe and Australasia, with brief case studies from each region or country. In fact the Pacific rim countries account for two thirds of the regional studies in the book—perhaps an indication of where power and influence now reside, in library building as in so many other sectors.

Part 2 is called ‘Trends and Ideas’ and is concerned with the design and use of library space: how such spaces can be used to foster learning, how technology might be used to make library spaces better. This part (some fifty pages) is the heart of the book, and with the exception of chapter 8, which is co-written with



Jan Howden, is entirely the work of the editor, Les Watson.

Part 3, 'Ideas and Futures' at well over 100 pages the longest section of the book, covers a wide range of aspects of library space planning: access issues, the opportunities and dangers for libraries in the networked world, furniture, and what's known as 'viral design', i.e. learners designing spaces together. It includes a number of snappily titled chapters, e.g. 'The library has left the building', 'Books, nooks and MOOCs', and '3D libraries for 3D smarting'.

Each of the three parts is introduced by Watson, who also provides summaries to Parts 1 and 2. His conclusion, the final chapter of the book, is a short, and rather bland, summary of what went before, rather than an inspiring sign-off on a vital topic, or a clarion call for action.

The 24 contributors are a mix of academic library or learning space managers, and architects / designers, quite a few of them well known to Irish audiences, not least Chris Batt, Sheila Corral, and Rob Bruijnzeels (creator of 'Libraries 2040', and initiator of the so-called 'Ministry of Imagination' in his native Netherlands). Les Watson, the editor, is now a freelance consultant, after a long career in higher education libraries in Scotland and England.

One of the case studies briefly described is OASE, a medical library in Düsseldorf. OASE, as well as meaning 'oasis' in German, is an acronym for 'place of exchange, study and development'. In essence this is what many of the contributors feel libraries must aspire to; nothing controversial, or even new, in that I suppose. The question is do the authors, in the case studies and the more detailed contributions in Part 3, deliver on that? By and large they do. The contributors in this part of the book - often architects or designers with no great knowledge of libraries - were asked to give their individual perspectives, because Watson felt it "more likely that the fresh ideas for future library and learning space will come from unexpected places".

Notwithstanding this aspiration there are excellent contributions from authors familiar with library requirements; one can point to Paul White's 'Furniture fit for the future', and Mike Neary & Sam Williams' 'Learning landscapes, the library and

the University of Lincoln', for example, as well as Chris Batt's paper 'Libraries in the network society: evolution, revolution, extinction'. Joyce Sternheim and Rob Bruijnzeel's short paper 'The Library has left the building' is thought provoking: "when all is said and done, do we really need a building?" they ask.

These contributions and the papers in part 2 'Trends and Ideas', the coherent middle section written by Watson, make this a valuable addition to the literature. I would particularly recommend chapter 9 'Key ideas on space'. Watson quotes from social scientist Richard Florida's *The Rise of the creative class* to stress the vital importance of getting the mix of tangible and intangible factors right in designing a library space. We have all been in, and maybe worked in, expensively developed library spaces that somehow just don't work. This chapter will help to bring into clear focus the things which make spaces work.

Better library and learning space: projects, trends and ideas should prove a very useful contribution to library space planning, in particular for university and college libraries, the main focus of the book. Despite its unenticing cover, layout and visual content, it can be recommended to library managers who would welcome advice on designing "new library learning space [which] has the potential to excite and inspire".

Liam Ronayne, Cork City Librarian

Management Basics for Information Professionals

G. Edward Evans & Camila A. Alire. 3rd edition.
London: Facet, 2013. ISBN 978-1856049542. 576pp. Pbk. £49.95stg.

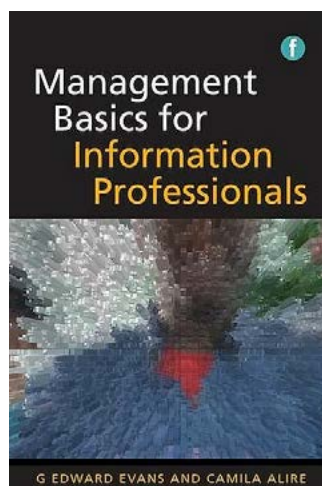
For many people the topic of Management is as about as interesting as watching paint dry. Resources for information professionals often present management principles relating to traditional business environments without reference or regard for library and information environments. This book, *Management Basics for Information Professionals* proves that the topic of management does not have to be boring and that it is relevant to our profession. Evans and Alire achieve this by giving detailed and relevant examples in library and information settings.

This is an excellent publication for those already working in management roles or for people on a management career path or for anyone who wants to understand how the management process works. In particular, chapters 3- Legal Issues and Library Management and 17- Managing Money- are very timely and insightful.

The book is divided into 5 parts, Part 1: The Managerial Environment, Part 2 Managerial Skills Sets, Part 3: Managing People, Part IV: Managing Things (Money, Technology and Physical Facilities) and Part 5: Managing yourself and your career. This organised grouping of topics allows the reader to quickly go to the relevance sections as an organised reference.

I used this book extensively while teaching Management for Information Professionals to Masters Levels Computer Science and Library Information Studies* students this past semester and found it useful and informative for

students from the different disciplines. I have recommended that this be used as the primary text book for the course. It is useful primarily because of the practical approach to the presentation of complex topics set in a modern day information service environment.



I would recommend this book for fellow practitioners as well, not to be read cover to cover but to have on hand for a quick reference guide for everyday management and financial queries. What I liked best were the practical examples which are available throughout. Chapters 17 Managing Money and Chapters 18 Managing Technology are extremely useful in particular when we all find ourselves involved in evidenced based decision-making. In many areas such as acquisitions and development having the skills and understanding to back up experiential decision-making is invaluable. Really being able to get a solid understanding of all aspects of budgeting not only as a control device but also as an effective planning tool is a core skill every LIS professional should have.

The final chapter, Planning your career, is targeted at new entrants to the profession. However, given the rapid change of our profession this information is appropriate for students as well as Practitioners in order to have a solid understanding of management principles- this is the book to get us all to that level.

Jane Burns, Health Professions Information Centre, Royal College of Surgeons in Ireland, and School of Information Studies, University College Dublin

Catalogue 2.0: the future of the library catalogue

Edited by Sally Chambers. London: Facet, 2013. 212pp. ISBN 978-1-85604-716-6. £49.95. Pbk.

The much anticipated *Catalogue 2.0* is a timely volume which attempts over the course of eight essays to assess some of the challenges facing the contemporary library catalogue.

The user's experience is emphasised throughout. In reviewing a number of user studies, Anne Christensen highlights a strong preference for next generation discovery tools. The faceted presentation of results greatly aids navigation, and, contrary to received notions, more efficient search is deemed to have greater value than social features such as the facility to submit a review.

The limitations of searching within the OPAC are starkly exposed by Till Kinstler. He advocates the adoption of the best match paradigm employed by search engines, and encourages libraries to identify ranking factors to help improve the relevance of search results. Many libraries have already switched to google-like discovery tools, although given their proprietary nature they have limited ability to customise the interface. Marshall Breeding provides an excellent overview of the many products available.

A strong emphasis on practical experience is evident throughout the book, as exemplified by Lukas Koster's case study on implementing a mobile library catalogue at the University of Amsterdam. Despite the relatively low usage levels, it is a model of what can be achieved in a short time with limited finances.

Another way to enhance the catalogue is to FRBRize it, as they did with Open Vlacc, the union catalogue of the Dutch-speaking public libraries in Belgium.

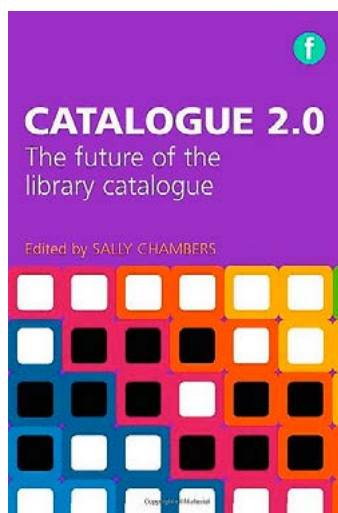
By clustering results at the work level they save the user from scrolling through endless lists of titles. The technical process of converting the bibliographic data is explained helpfully and in great detail.

The application of FRBR is dependent on the availability of high quality meta-data, but the current model of creating detailed MARC records is no longer sustainable. As Emmanuelle Bermès stresses throughout her chapter, libraries need to embrace the semantic web in order to explode the bibliographic silos in which their catalogues are currently marooned. Bermès also provides the best conceptual and practical introduction to linked data that I have encountered.

The more speculative pieces in the book, by Karen Calhoun and Lorcan Dempsey, hazard a number of intriguing scenarios. Will the local catalogue fade away as bibliographic data is aggregated at the network level? Or will institutional repositories take centre stage as libraries place greater emphasis on supporting scholarship?

Despite some minor caveats – such as the lack of a cataloguer's perspective, and little or no discussion of RDA – I can heartily recommend this book. We are presented with an exciting range of ideas: and reminded that no matter how the library catalogue evolves, the data itself will always remain important. While discovery may indeed be happening elsewhere, for the foreseeable future users will still turn to the library for 'location and fulfilment'.

John McManus, Assistant Librarian, Trinity College Library, Dublin



Leadership in academic and public libraries: A time of change

Düren, Petra. Oxford: Chandos Publishing, 2013. 216 pp. ISBN: 978-1-84334-690-6.

E-ISBN: 978-1-78063-339-8. Pbk. €55.00/£47.50/US\$80.00

Publication of this book coincides with publication of *The library: a world history*, the opening chapter of which considers change in libraries as follows:

“It is tempting to assume that this need for change is new; that until recently libraries have been relatively static in their form. The central argument of this book is that has never been the case: the history of libraries has been a history of constant change and adaptation.”⁵

That is certainly the case at present, with major changes to funding, the publishing process and the free availability of information itself (to name just a few!). It is timely, therefore, that the book under review addresses the critical need to pro-actively manage such change.

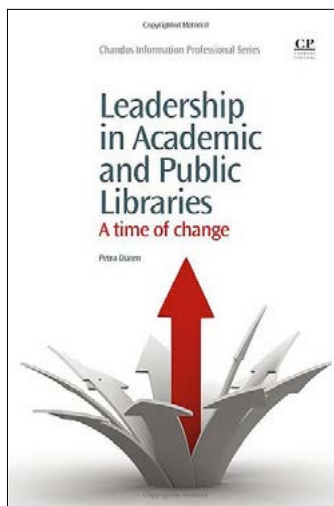
The main body of the work comprises twelve case studies, covering a variety of topics in a range of different libraries e.g. merger, space reduction, staff restructuring, introduction of RFID. These case studies are based upon in-depth interviews by the author with managers involved in each of the change projects. This approach contributes to warts-and-all appraisals of the projects concerned, such as frank self-assessments by the managers of where they went wrong and how they responded to retrieve the situation. That leads, in turn, to the analysis of factors which either helped or hindered progress and recommendations for leadership action before, during and

after the change. In so doing, the author identifies three key contributors to success: information, communication and participation.

Throughout, the book focuses specifically on change managers/agents as leaders, concluding inter alia their need to have vision and emotional intelligence, to be positive and supportive, to communicate frequently and openly, to work readily with others and be willing to admit mistakes, to be flexible and able to adapt plans when circumstances require it. The final chapter summarises some useful tips or suggestions to assist the successful implementation of change in libraries.

This book is written by an experienced hands-on library manager turned University lecturer. It is firmly grounded in the theory of change management, incorporates extensive research and cites multiple sources. The end result is full of proven practical advice and is extremely easy to use - including short chapters, helpful figures and bulleted lists. It can be followed sequentially from beginning to end or dipped into selectively by theme (e.g. Changes in the management of a library) or by individual case study. In short, the book is a pleasure to read and will be of real benefit to library staff and students alike.

Philip Cohen, Head of Library Services, Dublin Institute of Technology



5 Campbell, James W. P. and Pryce, Will (2013). *The library: a world history*. London: Thames & Hudson, p.15.

NEWS from the STACKS

Publications

Recent reports of professional interest include

1. the report of the Copyright Review Committee entitled *Modernising Copyright* <http://www.djei.ie/publications/science/2013/CRC-Report.pdf>
2. the public library strategy 2013-2017 entitled *Opportunities for all: the public library as a catalyst for economic, social and cultural development* <http://www.environ.ie/en/PublicationsDocuments/FileDownload,34861,en.pdf>

LAI/CILIP Ireland Joint Conference 2014

Programme and booking details are available at: <https://libraryassociation.ie/events/joint-conference-2014>

CPD Opportunities

Details of LAI CPD opportunities are at: <https://libraryassociation.ie/>

Details of CILIP Ireland CPD opportunities are at: <http://www.cilip.org.uk/about/devolved-nations/cilip-ireland>

Details of UCD SILS opportunities are at: <https://www.ucd.ie/sils/graduateprogrammes/>

IFLA 2014

The World Library & Information Congress takes place in Lyon. Details are available at: <http://conference.ifla.org/ifla80/>. Those interested in sampling IFLA without much travel might be interested in two pre-IFLA satellite meetings:

1. Public Libraries Section – <http://conference.ifla.org/ifla80/calls-for-papers/public-library-futures-global-digital-world>
2. Information Literacy Section – <http://conference.ifla.org/ifla80/calls-for-papers/facing-future-information-literacy-changing-landscape>

People

Best wishes to colleagues who retired recently: Georgina Byrne, Brigid Cribben, and Una Phelan (all South Dublin County Libraries), Mick Molloy (Dublin City Libraries); Fiona Ross (NLI) and Paul Sheehan (DCU).

Congratulations to the following award-winners at the recent LAI AGM: Regina Whelan Richardson, FLAI (NUIM), Aoife Lawton, ALAI (HSE), Padraic Stack, ALAI (NUIM).

Georgina Byrne has been appointed to Censorship of Publications Board: <http://www.ahg.gov.ie/en/PressReleases/2014/March2014PressReleases/html-text,17720,en.html>

Library Initiatives

The Oireachtas Library & Research Service OPAC was launched last November (<http://www.oireachtas.ie/parliament/mediazone/pressreleases/name-19338-en.html>). This also gives access to Documents Laid.

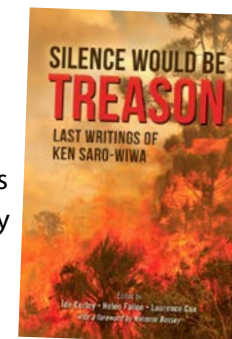
An online exhibition has been launched by the Rotunda Hospital, Dublin: <http://rotundaexhibition.com/>.

NUIM library held two important launches recently both based on archives in the collections:

Silence Would be Treason: Last Writings of Ken Saro-Wiwa

The book contains a collection of letters written by Ken Saro-Wiwa to Irish nun, Sr Majella McCarron in the two years before his unlawful execution at the hands of a military dictatorship in Nigeria in 1995, for protesting about the activities of Royal Dutch Shell in his homeland Ogoni. These letters were donated to NUI Maynooth Library in 2011.

Published – with assistance from Trócaire – by Daraja in collaboration with CODESRIA (Council for the Development of Social Science Research in Africa) and Action Aid (India), it was edited by Íde Corley, Helen Fallon and Laurence Cox. “The Ken Saro-Wiwa Audio Archive” was also launched. The



audio archive contains recordings of people connected with Ken Saro-Wiwa, and was created by Helen Fallon (NUI Maynooth) and Anne O'Brien (Kairos Communications). Dr. Owens Wiwa, brother of Ken, travelled from Nigeria to launch the book and audio archive. Baroness Nuala O'Loan introduced Dr Wiwa and thanked him on behalf of the University for supporting the project to bring his brother's life and legacy to a wider audience.

Link to Audio archive: The Ken Saro-Wiwa Audio Archive can be accessed via <http://library.nuim.ie/electronic-resources/ken-saro-wiwa-audio-archive>

Launch of the Salamanca Archive Exhibition and Online Catalogue

On 2nd December 2013 His Excellency, Mr. Javier Garrigues Florez, Spanish Ambassador officially opened an exhibition and launched the online catalogue of The Salamanca Archive in the John Paul II, Library at NUI Maynooth. This archive holds over 50,000 documents from the late sixteenth to the mid-twentieth century, mainly from the Irish College in Salamanca. It is one of the most important Spanish language archive collections in Ireland and can be accessed through the following link: <https://library.nuim.ie/russell-library/manuscripts-and-archives/salamanca-archives>



El palacio del Arzobispo Fonseca, Salamanca. The Irish College resided in this building between 1838-1952 and to this day it is still known as El Colegio de los Irlandeses.



Launch of the Salamanca Archive Exhibition and Online Catalogue. From left to right Cathal McCauley (University Librarian, NUI Maynooth), Msgr Hugh Connolly (President, St Patrick's College), Susan Leyden (Archivist, St Patrick's College), Ambassador of Spain, Javier Garrigues.

Worth Reading

1. <http://www.irishtimes.com/culture/culture-shock-a-catalogue-of-disasters-what-s-in-store-at-the-national-library-1.1707149>
2. <http://www.irishtimes.com/news/education/to-be-honest-a-school-librarian-asks-who-will-teach-children-to-judge-and-organise-information-1.1712020>

International News

In February 2014, a new network was established to deal with illiteracy at European level <http://www.eblida.org/news/elinet.html>

Around the world, libraries, archives and their staffs have suffered many disasters in recent months. The following are but a sample:

Egypt: <http://madamasr.com/content/past-and-future-bomb-damaged-manuscript-museum>

Ukraine: <http://www.ifla.org/node/8422>, <http://www.ifla.org/node/8419>

Association News

Jane Cantwell (Waterford City) continues as LAI President, Philip Cohen (DIT) is Senior Vice-President and Mary Stewart (Offaly County) is the second Vice-President. A full list of the Executive Council members for 2014/2015 is available at: <https://libraryassociation.ie/library-association-ireland/council>

CILIP Ireland committee membership details are at: <http://www.cilip.org.uk/cilip-ireland/committee>



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