AN LEABHARLANN : THE IRISH LIBRARY

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An Leabharlann: The Irish Library publishes articles on libraries, librarianship and related topics of interest to the library and information community on the island of Ireland. The Editorial Board invites original, unpublished articles for publication. Articles should be between **1,500** and **3,000** words. Occasionally, longer articles may be published.

Articles

- Manuscripts will be reviewed by the Editorial Board.
- Authors are asked to submit an informative abstract of not more than 200 words. Authors are responsible for the accuracy of statements and references in their articles.
- Images which visually support the article are welcomed. Authors should also submit a photograph of themselves. Original photographs and/or high-resolution scans (300 dpi) would be most helpful.

Format

- Manuscripts should be submitted by email attachment or on disc as Word document only. Text should be formatted in Times New Roman 12pt, double-spaced, with margins of 2.54cm (i.e. standard A4 margins). Formatting of text (e.g. italics and bold) should be kept to a minimum.
- Authors should provide their name, organization, position and the title of the article at the top of the first page. If the article was presented at a conference, details of the sponsoring organization, the date and title of the conference should be given.

- Book reviews should include the full title, author or editor, publication details and price.
- Conference reports should include details such as the sponsoring organization, the date, place and title of the conference.

Style

- Microsoft Word and other word processing programs allow for a language to be selected. Please ensure that the language selected is either UK or Ireland English (i.e. NOT United States English).
- The Oxford Style Manual should be followed for acronyms, capitalization, captions, punctuation, quotations and tables.
- *An Leabharlann: The Irish Library* uses the Harvard system for references.

Editing

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- Substantive changes to articles will be discussed with the author. For consistency, all material submitted will be copy-edited.
- For additional information on style and referencing, please consult: Ritter, R.M. (Ed.). (2003) The Oxford Style Manual. Oxford: OUP

Copy Deadlines

- 31 July 2022 for October 2022 issue
- 31 December 2022 for March 2023 issue

Editorial

Editorial, Vol 31 (1), March 2022

2022 marks an important year in Ireland. IFLA will be held in Dublin for the first time. Census 2022 will be held on Sunday, 3rd April. This is significant as the Census of 2021 was cancelled due to the pandemic.

The pandemic is not over and daily case numbers are increasing.

From becoming expert in various aspects of COVID-19, we are now becoming familiar with the ideas of geopolitics. The war in Ukraine has put added pressure on oil and gas supplies whose prices were already increasing before the invasion. Supply chains have been disrupted because of prices and this will lead to shortages of some foodstuffs globally.   Supply chains had already been disrupted with the blocking of the Suez Canal for six days by the shipping container Ever Given. The effects of this incident (2021) which cost the global economy some 10m dollars a day are still being felt especially in the shortage and prices of building materials.

As people strive for survival in Ukraine, the Ukraine Library Association conference has been cancelled. However, many public libraries are still open and are providing shelter for women and children in their storage spaces below ground. Children can borrow books from the shelves so there is some semblance of normality.

With the use of social media and the speed of action in the war, there are several opportunities for fake news. There was much evidence of this during the pandemic but it would seem to have escalated now. The role of libraries in informing citizens about media literacy comes into sharp focus.

While many colleagues will have seen the destruction of residential apartment blocks in towns and cities, we do not yet know the extent of casualties.

At this stage (late March 2022) there would not appear to be any reliable statistics in relation to fatalities, less in relation to civic buildings. We do know that many public buildings-hospitals, medical centres and schools have been bombed. The Ukraine Library Association has provided a map of damaged cultural buildings on their website- https://uaculture.org/organisations/ukrainian-library-association/

One of the first casualties in war is the truth. We know from media reports that Russia has blocked access to reliable media. State-sponsored Television news reports are what the Russian people are being permitted to access. Quite apart from media literacy concerns, there is state censorship.

Here various scams have proliferated- text messages purporting to be from a government department, mobile and landline phone calls from unknown sources. Cyber attacks are becoming more frequent, the latest of which was on the Rehab Group site. The attack on the HSE last May did untold damage to the health services.

Articles covered in this issue include the establishment of a new education, research and technology college in South Dublin. The needs of autistic teenagers using public libraries are considered. This article is timely as in recent years monies have been made available to purchase specific items for autistic children.

The third article is philosophical and suggests that the principles of privacy in public libraries be re-examined. Based on the ALA *Bill of Rights* and the *Code of Ethics* published in the 1930s, it is suggested that privacy codes need to be updated, particularly in the light of changing attitudes and changing library systems. The LAI Code of Ethics is available here: https://www.libraryassociation.ie/wp-content/uploads/2018/11/Code-of-Professional-Practice-2013_council-approved.pdf

It is revised periodically.

While some forthcoming conferences are listed in *News from the Stacks* section as usual, the most important LIS conference in Ireland this year is **IFLA WLIC 2022**. Details of the dates, registration and programme will be available on the conference website: https://2022.ifla.org/

It is hoped that LAI and CILIP Ireland colleagues will try to attend all or part of the conference. IFLA WLIC conferences are great opportunities for the exchange of ideas, to hear keynote speakers, to meet international colleagues, to form friendships. The accompanying exhibition and poster display are essential parts of the IFLA experience. There is also the opportunity to become involved in IFLA committees.

Hope to see you at the Convention Centre in July.

Marjory Sliney, Editor, editor@libraryassociation.ie

Establishing the Innopharma Education Library

Colm O'Connor

Context

Innopharma Education is an Irish owned education, research and technology institute with a focus on the pharmaceutical, MedTech and food industries. Established in 2010 as part of the Innopharma Group, over the past decade the College has become one of the top institutions serving these sectors in Ireland through strategic collaborations with partners. In cooperation with Griffith College and Technological University Dublin (formerly ITT Dublin), Innopharma Education has developed and delivered QQI validated and recognised qualifications, ranging from NFQ Level 6 Certificates to NFQ Level 9 Master of Science awards. Innopharma Education currently has approximately 1500 students enrolled on its programmes.

In October 2020, Innopharma Education achieved success in Stage 1 of QQI's Initial Access to Programme Validation process, gaining approval of its institutional capacity and quality assurance procedures. Subsequently, the College had its initial programme of education and training validated in September 2021, which is an NFQ Level 6 Higher Certificate in Process Digitisation. In between these events, in March 2021, a librarian was appointed to the College staff to establish a library service that would serve staff and students across its programmes. The librarian would be the sole librarian in the institution and would report to the Head of Teaching & Learning.

Where will the library be?

One of the first questions facing the librarian was what type of library should be established – physical or online? The library needed to support the programmes at Innopharma, which are purposefully designed for delivery in a flexible, blended mode. Blended delivery modes are appropriate to the needs and preferences of the College's learners, who are typically (though not exclusively) mature, part-time and regionally

located. An online library – where resources as well as instructional and guidance material would be available 24/7 - was clearly the most suitable form of library to support our learners.

Having decided an online library was the best fit for Innopharma, the librarian next considered what Innopharma students needed from a library. From talking to staff and students three major themes emerged:

1	Well organised and easily findable resources presented via a user-friendly interface
2	Seamless off-site access to Library content
3	A wide range of resources

Library Systems

To achieve these three goals, the systems infrastructure needed to be developed, namely an Integrated Library System (ILS) and an authentication solution. In addition, the patron facing online library would need to be built and resources sourced.

In terms of an Integrated Library System the main priorities were user-friendliness (both for the librarian and patrons), scalability, future proofing and cost. A number of systems were considered including Liberty, Heritage and KOHA. All three included common modules such as acquisitions, cataloguing, circulation and an OPAC. Costs varied widely and generally included an implementation fee and an annual fee.

Ultimately, KOHA, an Open-Source ILS first developed in 1999 and used by many libraries worldwide, was chosen as the ILS. There were a number of reasons for this, one of which was its extremely strong track record in Ireland and across the world. In Ireland it is used by both large and small libraries including the Irish Hospice Foundation (IHF), the Irish Management Institute

(IMI), the Institutes of Technology and the Health Service Executive (HSE). The fact that it is used by such a wide range of libraries demonstrates its scalability – this was an important consideration for Innopharma Education which aims to grow rapidly in the short to medium term. As part of the selection process the librarian also talked to other librarians using the potential systems – those using KOHA were overwhelmingly positive in their feedback, with particular praise reserved for the user-friendliness of the ILS.

The fact that KOHA could be implemented, hosted and supported by a local company (Interleaf, based in Bray Co. Wicklow) was also a plus point as was the cost - the Total Cost of Ownership (TCO) of KOHA was significantly lower than the alternatives considered. Another advantage of KOHA was the active online community of users as well as the regular release of updates for the software – this last point made KOHA reassuringly future proof.

Implementation of KOHA was extremely smooth. Working with Interleaf and the Instructional Designer at Innopharma, Danielle O'Rourke, the system was customised to our needs. In terms of the interface, this resulted in a simplified search screen with a colour scheme matching the institutions Moodle design. A book carousel and a Quote of the Day feature were also added to the home screen – both of which can be seen below (Figure 1).
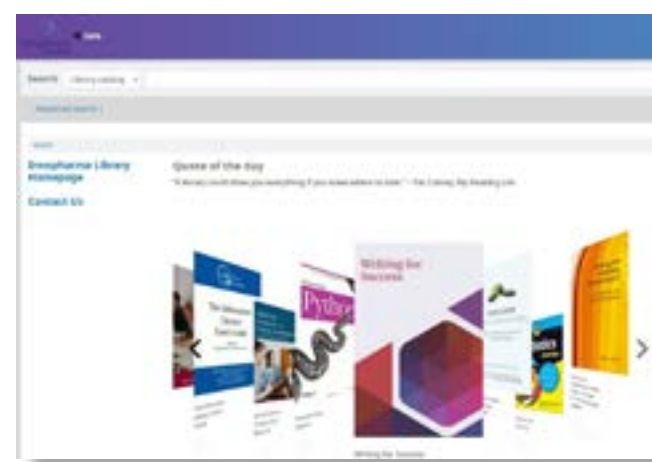

Figure 1.

Authentication Solution

To provide seamless and secure off-site access to library content an authentication solution was required. This would allow patrons to gain access to library-subscribed resources and from the vendors point of view would mean they were assured that only registered users from Innopharma Education were accessing their content.

The major considerations for an authentication solution for the Innopharma Education library were security, user-friendliness, flexibility and cost.

Two possible solutions were investigated; EZproxy & OpenAthens. EZproxy is an Internet Protocol (IP)-based authentication solution – that is, it grants access based on IP address and it has, until recently, been one of the more popular authentication systems for libraries. However, in the last few years many libraries have moved away from solutions based on IP authentication; one of the reasons for this is that 'IP authentication…no longer adheres to best online security practices' (Arsenault et al 2020).

The other possibility was OpenAthens – this is a newer authentication technology based on Security Assertion Markup Language (SAML) authentication. Investigating the two possibilities it became clear that OpenAthens was the superior solution. Its SAML technology allowed a single sign-on with institutional credentials to both Moodle and all library subscribed resources. In terms of security SAML based authentication systems are both more secure and provide better privacy for the end user – a 2019 US National Information Standards Organization report found that 'SAML federated authentication provides enhanced end-to-end traceability and

more targeted forensic data to assist in detecting compromised accounts, while maintaining privacy' (NISO 2019).

Another advantage was simplicity – the vendor claimed once OpenAthens had been implemented it would be able to be administered by one non-systems librarian without extensive technical knowledge. This was confirmed through speaking to librarians using OpenAthens in other small libraries around the country. The flexibility of OpenAthens was also appealing; it gave the ability to group users and thus restrict users to certain resources- this is something that will appeal to many institutions like Innopharma Education which have many different cohorts and categories of user (e.g. students, staff, graduates etc.).

Costs for EZProxy and Open Athens were similar so given the multiple advantages offered by OpenAthens this was the option chosen. Arsenault et al. (2019) believe that libraries will increasingly move away from IP authentication to Single Sign On (SSO) solutions such as OpenAthens 'in order to increase accessibility, usability, personalization, and security for end users.' The implementation of OpenAthens required more technical knowledge than that of KOHA so the Librarian worked with the IT Manager Peter Jones and our software partner Inneall along with the OpenAthens implementation team. There was also some input required from our Ebook vendors in order to perfect access to certain resources. The OpenAthens implementation project ran concurrently with other projects and was completed over the summer of 2021.

The third major goal was to build a wide range of resources. Students on Innopharma Education courses run in collaboration with Griffith College and Technological University Dublin have access to the libraries and resources at these institutions as well as the Innopharma library but students on the

Innopharma run QQI approved course (Higher Cert in Science in Process Digitisation) rely solely on resources supplied by Innopharma Education. eBooks were identified as a key resource type needed for this course and module reading lists were supplied to the librarian. Accounts were established with three major vendors - ProQuest, EBSCO and Browns Books. Of the 42 books on the reading lists supplied, 36 were available as eBooks from at least one of these 3 vendors.

In addition to eBooks purchased from vendors a selection of Open Access resources were identified as being useful for Innopharma students. Links to Open Access journal collections such as Directory of Open Access Journals (DOAJ), MDPI Journals, Frontiers, Elsevier Open Access Journals were made available to students. Open Access book collections, such as Directory of Open Access Books (DOAB), Digital Book Index and Open Textbook Library as well as links to sites such as OpenDOAR and RIAN were also added to the online library. A number of particularly relevant Open Access books were also handpicked from these collections and added to the Library catalogue.

Website & Guides

Innopharma Education uses a customised version of Moodle called Innoskills. As students were used to accessing their module information through Innoskills it was decide the online library would fit best here. A Library module

Figure 1.

was created and made 'common' - that is everyone at Innopharma Education would have access to it. A number of sections were created within the library module, these included sections on academic writing, academic integrity, finding information, information literacy, avoiding plagiarism and using Zotero. Within these sections, guides, lessons and useful links related to the topics were created as well as short videos, created using Loom. Loom is an extremely user-friendly video creation tool that allows high-quality videos to be produced quickly and easily by anyone with even basic computer skills. Lecturers on Innopharma Education programmes were also consulted as to useful websites for their subjects and these were added to a section in the online library also.

Integrating the Library into the Organisaton

As Innopharma Education had never previously had a library it was necessary to integrate it into the organisational structure. The library now has a place on the Institution's Academic Council and is represented on a number of working groups such as the Teaching & Learning Committee and the Academic Integrity Committee. Representation on these groups enables the librarian to advocate for the library as well as share their knowledge and expertise across the college, ultimately ensuring a better service to staff and students.

Introducing the library to staff and students

The library at Innopharma Education serves three streams of students, those on Innopharma's own accredited course, those studying on Innopharma/ Griffith College programmes and those studying on Innopharma / Technological University Dublin programmes. Students on all of these programmes are introduced to the librarian at induction, where they are given an overview of the online library and introduced to the various ways the library can help them in their studies. They are also given a presentation on academic integrity by the librarian - being introduced to this topic on their first day underlines the importance Innopharma places on this.

To support lecturers, and in turn their students, a system of customised assessment supports has been developed. A set of generic presentations on

topics such as academic integrity, academic writing, Zotero and information literacy have been created – these can be customised to the specific needs of different lecturers and their students and then delivered to students by the librarian or the lecturer. In addition, all sections within the online library are available to lecturers to take, customise and integrate within their own online module spaces.

The librarian has also worked with the Learner Support Coordinator, Alexandra Anton, to develop a series of Academic & Study Skills workshops. These are weekly workshops open to all students focusing on key skills they will need throughout their academic career. In keeping with Innopharma's focus on flexible and blended learning all these workshops are recorded and are available to view at any time from the online library.

All these supports have had the added benefit of promoting the library and the librarian to staff and students within the College – this was particularly important given the recent establishment of the role.

One year in

Twelve months in, the Innopharma Education library is up and running and is an established part of the institution. The online library on Innoskills is well used by students and every incoming student is introduced to the library and the librarian. KOHA and Open Athens are functioning flawlessly with no technical issues to report thus far. The Academic & Study skills workshop series has proved extremely popular with students and the librarian has given a number of guest lectures to students on topics such as academic integrity, referencing and researching. The library is represented on several working groups in the college including the Academic Council.

Establishing the Innopharma Library has been challenging yet extremely rewarding; it has allowed me to use the skills I have developed working in a number of different library roles since 2008. I was also able to use learnings from the MLIS in UCD, which I completed in 2010 – my thesis was on the use of Open Source Integrated Library Systems in Irish Libraries so it was very satisfying to get the chance to implement such a system. I am extremely

grateful to Innopharma for giving me such an exciting opportunity - it is not often one has an opportunity to build a library from the ground up and I hope I have repaid this trust by creating a library the college can be proud of and one which will grow alongside the institution.*

Colm O'Connor MA MLIS, College Librarian at Innopharma Education, Dublin

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INCLUDING AUTISTIC TEENS IN LIBRARIES*

Aisling Smith

Abstract

This article discusses the needs of autistic teenagers with low support needs and how best to cultivate and promote inclusivity in libraries to better serve this vulnerable sector of the community. Librarians should endeavour to understand the difficulties they encounter and how to minimize factors that might exacerbate these issues if autistic adolescents are to feel welcome and accepted.

Understanding Autism and Autistic Teens

AsIAm, Ireland's national autistic charity explains autism as "a neurological difference that many people are born with which affects how they experience the world around them and how they communicate with others". Autistic people are not abnormal, they "just think or communicate differently than neurotypical people" (AsIAm – What is autism, 2021a). Autistic self-advocates claim that using person centred language when referring to the autistic community invalidates autistic people as it creates an impression that autism is an illness or something that can be overcome (Anderson, 2018; AsIAm, 2021c; Grandin & Panek, 2014; Lawrence, 2013; Tumlin, 2019). Autism is not a temporary affliction, it affects every aspect of a person's life so just as one does not refer to a deaf person as a person with deafness, one should not refer to an autistic person as a person with autism. The prevalence of one or more co-morbid clinical psychiatric disorders especially anxiety related conditions, is very high amongst autistic children and adolescent (Sharma et al.,2018; Van Steensel et al, 2011; Van Steensel & Heeman, 2017) Both autistic adults and children experience high levels of anxiety" (AsIAm – Autism and anxiety management strategies, 2021b) while not always severe enough to be classified as a clinical condition. Autistic people often have difficulty understanding what is actually being said to them as they tend to be very literal (Lawson, 2012; Lund, 2018). Lawson (2012) explains that an autistic person might appear rude by not responding promptly or appearing to ignore a question, but it is a coping strategy as they might not know how to answer correctly and have become too anxious to speak. Whilst in the past libraries were places where patrons had to be quiet, nowadays libraries are busy places with bright lights and lots of activities and events for various interest groups, making it very daunting for autistic users as they do not know what to expect or how they should behave (Edwards, 2018; Grandin and Panek, 2013). Autism can cause individuals to be either "over- or under-sensitive to sensory stimuli such as lights, colours, sounds, smells, touch and taste and have difficulty in filtering desirable from undesirable input" (Andrews, 2016, p109) sometimes leading to becoming overwhelmed and meltdowns.

Erikson (1959) describes adolescence as a developmental stage associated with confusion and identity crisis as adolescents are constantly having to change while receiving mixed societal signals but have still to learn the ways of the adult world and what is expected of them. Autistic people can find change extremely difficult; a tendency towards literal thinking means that implied meanings and instructions can be hard to comprehend, making this developmental stage even more difficult. Trimmer et al., (2017) argue that while egocentricity and the inability or difficulty to view things from another's viewpoint is characteristic of autism, this difficulty with cognitive empathy is often misconstrued as a lack of emotional empathy or feelings in general. This demonstrates how stereotyping and generalisations attributed to autism can lead to an emphasis on the differences and problems and a failure to appreciate that in many aspects, autistic teens are just like their neurotypical peers.

Autistic youth with low support needs are very aware of their differences and these "feelings of being different could be detrimental to their sense of self when connected with lack of social competence" (Mogensen and Mason, 2015, p. 262). Their study found that revealing their autism to other teens can create great anxiety for autistic young people as it often leads to stigmatisation, othering and being treated differently by one's peers further exacerbating their pre-existing anxiety. These fears of stigmatisation appear to be validated as research indicates that there is a mental illness stigma amongst teens in general (Hanlon & Swords, 2020; O'Driscoll et al, 2012,

O'Driscoll et al, 2015). Autistic adolescents experience significantly higher rates of loneliness than their non-autistic peers (Deckers et al., 2017; Lasgaard et al., 2009; Schiltz et al., 2021). Loneliness stems from feeling excluded and not belonging and should not be confused with autistic tendencies to limit social interaction or be alone (Schiltz et al., 2021). Kasari and Sterling (2013) suggest that loneliness becomes more salient to autistic adolescents due to repeated negative social experiences and the differences between them and their peers becoming more apparent. Schiltz et al., (2021) found a positive link between loneliness in autistic young people and high rates of social anxiety and depression highlighting the need for society to find "ways to best support social connectedness for the mental well-being of autistic young adults" (p. 545).

Irish Public libraries, teen services and autism friendly measures

Providing programmes and services for young adults appears to be challenging for libraries not just in Ireland but worldwide (McGrath et al., 2010; Boeglen & Cherrington-Stoddart,2017; Wittig, Martin & Stock, 2014). Irish libraries offer a plethora of events and programmes for young children and adults but there are few if any events for children over the age of ten. In the sole Irish study concerning public libraries and teens, it was, there were no dedicated youth librarians and young people were not prioritised as a user group (McGrath et al., 2010) and this can be considered still to be the status

quo. Reasons given for the dearth of teen services were lack of training, space, and the perception that young people would not engage with library events or programmes. Feedback from teen focus groups and questionnaires however indicated that young people wanted to be actively involved in event planning and provided with access to creative pursuits in libraries.

Irish libraries need more funding to access training and provide extra staff if they are to support young people including those with disabilities, by consulting them in programme development and acting on their suggestions, availing of interagency collaboration and co-ordination, and developing empathy and understanding of their needs. Irish libraries received funding for autism friendly initiatives such as sensory rooms and toys (O'Brien, 2019) but these would be targeting children and those with high support needs rather than teens with low support needs who want to be accepted like their neurotypical peers. Many library authorities have started working with AsIAm to become certified as autism friendly and it is envisaged for the future that all public libraries will be deemed autism friendly, but this will take time and is dependent on future staffing and finance. DEIS schools serving disadvantaged areas have a greater percentage of autistic students as they have more funding regarding special needs assistants and often include autism units to provide supports for autistic students in mainstream education. The JCSP librarian project was set up to support underachieving students in disadvantaged schools, but expansion of the project was put on hold in 2007 with just 30 schools in the programme and no indication of further expansion. Research has highlighted the benefits of school libraries. (Peyton, 2018; Stripling, 2013; Henefer, 2008) including preparing students for using academic libraries. With most students from disadvantaged areas or schools arriving in third level without having had the benefit of a qualified school librarian they are at an immediate disadvantage to many of their fellow students. Collaboration with local schools and other youth organisations would help to secure youth participation in library programming especially if recognised in the school record, such as An Gaisce, and would help encourage and support participation by autistic teens.

Covid 19 compelled libraries to make changes to their physical environment and services at short notice, which demonstrated that changes can easily be introduced when required to meet patrons' needs. Many of these changes if retained would be most beneficial to those on the spectrum, such as separated desks, partitions, clear signage, clearly marked designated spaces. Knowing what the rules are and being able to predict what will happen is reassuring and comforting and encourages those with autism and anxiety to engage. By maintaining clear signage resembling that used regarding Covid 19 regulations, in demarcating zones, event times and library user guidelines would help libraries become more accommodating to those on the spectrum and many others who might be neurodiverse. Restrictions and lockdowns caused by Covid 19 have necessitated librarians to become more creative in how to deliver their services to the community and many resulting changes have proved most beneficial to more vulnerable members of society. The resulting ubiquitous use of Zoom and online learning and the availability of online borrowing of reading material and audiobooks via BorrowBox will help provide a more inclusive service in the future. Covid 19 and lockdown experiences have generated empathy for those on the spectrum as it has caused people to experience life in ways those on the spectrum might on a continual basis and this will hopefully lead to greater consideration and inclusion on the part of the general public in future (Adam Harris, personal communication, February 25, 2021).

Conclusion

AsIAm advocate that by becoming more responsive and innovative in embracing autism and neurodiversity, public libraries will become more productive and ensure their place in society in the future. By following the principles of universal design for new builds and renovations, implementing autism friendly measures, and developing inclusive teen-led services and programmes for teens; Irish libraries will be able to serve young autistic people with low support needs in a ubiquitous and imperceptible manner. This will result in a better service for all teens and other members of society as well. Much can easily be done to make the physical environment more autism friendly but it is paramount that librarians display positive attitudes towards

autistic patrons if libraries are to be truly autism friendly. Kindness and empathy of librarians and society is crucial in promoting inclusion (Philips & Anderson, 2019). For autistic young people who have no access to or need of significant supports in their lives, having a safe and understanding place to go where they are valued and accepted as any other member of society can mean the difference in life satisfaction and negative mental health. Autistic teens must be considered as teens foremost and libraries should consider all teens as valued customers of the library and a deserving user group who have past been neglected rather than a nuisance (McGrath et al, 2010; Peyton, 2018). Agosto advises librarians that "each time they interact with teens, they are influencing their life-long perceptions of and attitudes towards libraries and librarians" (2016, p.349) and positive perceptions will help to secure the future of public library and their important place in society.

Aisling Smith, BA, MLIS is Library Assistant, TU Dublin, Tallaght Campus

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Technology and the Undermining of Privacy Principles in the Contemporary American Public Library from the 1990s to the Present Day

Peadar Claffey

Abstract

The implications of computerization and related matters on library privacy policy are considered. Specifically, this article considers the need for reading and usage analytics on patron privacy.

Finally, it argues a case can be made for a re-consideration of library privacy principles.

Keywords: *Library privacy principles*

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Introduction

The paper will begin by discussing some of the ethics and standards which the field of librarianship has long been committed to, particularly those related to privacy. An overview of how these principles have come to be undermined in the American public library, particularly since the 1990s and the growth in the use of computers and later, the internet. This will be followed by a more focused discussion about some of the specific realities of patron privacy in the twenty-first century public library. Finally, we will briefly look at what a library which sought to fulfil the promise of privacy might actually look like. We conclude by arguing that a return to strongly enforced patron privacy, while perhaps not impossible, is highly unlikely to happen and that a re-evaluation of the ethical principles of the profession is a more realistic goal. This re-appraisal would, we argue, begin to address the current disconnect between the commitments of the field and the realities on the ground.

If one takes the American Library Association's (ALA) "Library Bill of Rights" and "Code of Ethics" documents in 1939 as a starting point, library ethical commitments to privacy have been established for almost a century now. The ALA Code of Ethics states that librarians shall "protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted" (American Library Association, 2008). While scholars often focus on the ALA and its strident stance on privacy, the codes of ethics of the International Federation of Library Associations and Institutions (2012), the Library Association of Ireland (2007) and many, if not most, national library associations now include commitments to the protection of patron privacy. We will now begin to trace the undermining of library codes of ethics in more detail by turning our attention to the work of Seeta Peña Gangadharan (2016).

The Impact of "Computerisation" and the Internet

In her article "Library Privacy in Practice: System Change and Challenge", Seeta Peña Gangadharan lays out how "computerisation" has, over the course of many decades, undermined long-held library commitments to privacy (2016, p. 176).

She characterises modern libraries as "digital providers" of services as well as "third-party dependents" on the services of others (2016, p. 176, 181). Beginning with the library-as-digital-provider characterisation, Gangadharan traces how in the 1990s, computers and internet access became widespread in libraries and that by 2013 American patrons were as likely to be visiting the library to use a computer or the internet as to be borrowing a book (2016, p. 177).

These changes in the nature of libraries brought with them changes in the type of information which libraries held on patrons. Traditionally, patron privacy involved keeping patron reading history secret. However, once computer and internet access was involved, libraries had far more user information to protect. numerous examples but for our purposes we need only list two. If a library requires that a patron use their library membership details in order to reserve the use of a computer, then the library has information on which patron used which computer during certain times - thereby meaning a record will be created on what that patron did on that computer during that time. Similarly, many public libraries require patrons to sign in to use the Wi-Fi, which once again ties an individual patron to internet use, with a record being created of what the patron did while online. Gangadharan asks important questions about all of this, such as the length of time the records of computer and internet use of individual patrons are kept by the library and "how easily traceable … patron ID numbers" are (2016, p. 178). These are questions which throw the issue of patron privacy into sharp relief. Whether or not libraries themselves do anything with these records, the fact of their existence means newly created patron data is now their responsibility to protect. This immediately raises the question of whether this is necessary? If public libraries are serious about fulfilling their ethical obligations to protect the privacy of their users, then surely it makes more sense not to require patrons to sign in and not to create a record?

Library 2.0 Services

Another area where public libraries have failed patrons is in their embrace of what has come to be called "Library 2.0 services" (Zimmer, 2013b, p. 44).

Library 2.0, following Web 2.0 (the second, more interactive, iteration of the web), seeks to encourage patrons to share information which is "often personal" with others (Zimmer, 2013b, p. 44). These others may be library staff, fellow library users or indeed users of the broader web. Library 2.0 services include online reference services, "library-hosted blogs or wikis", "social tagging platforms", "comment and rating systems", utilising patrons social media profiles "to communicate and provide services to patrons" and using patrons' past library loans in order to create reading "recommendation systems" (Zimmer, 2013a, p. 30). The underlying point about these services is that, to varying degrees, they require patron data in order to function. Moreover, to use many of these services patrons must create profiles with the external service provider whose privacy policies, as mentioned, rarely reach library standards. More importantly, as Zimmer points out, "to take full advantage of Web 2.0 platforms and technologies to deliver Library 2.0 services, libraries will need to capture and retain personal information from their patrons" and that is completely at odds with their stated privacy values (2013a, p. 31).

Reading Analytics and Patron Privacy

Clifford Lynch's paper "The Rise of Reading Analytics and the Emerging Calculus of Reader Privacy in the Digital World" (2017) is concerned with reading analytics broadly consisting of the analysis and data collection of patron reading habits carried out by the providers of e-books and online magazines to libraries. They analyse and collect information on, for example, what texts patrons are reading, the speed which patrons are reading these texts, whether they are read in full or only skimmed, the annotations and underlining of passages by patrons and more besides (Lynch, 2017). As Lynch later makes clear, however, this is just the thin end of the wedge as "the range of personal identifiability in data collection … might go from a series of anonymous interaction records about a specific text at one extreme, all the way through a deep record (really, a database) about a specific customer" over a long period of time at the other (2017). In other words, there is scope for a lot of information to be collected. While information of this type can be

collected for legitimate reasons, such as the improvement of services, it can also be collected for less legitimate reasons including selling or sharing with data brokers - who collect this information for profit. However, the reason for the collection of this information is unimportant - the very fact of its collection shows the stated privacy values of librarianship being undermined in the public library.

The Privacy Policies of Vendors

We saw Lynch (2017) outline the relative weakness of public libraries in their dealings with e-book publishers and platforms. In "Library Patron Privacy in Jeopardy: An Analysis of the Privacy Policies of Digital Content Vendors", Lambert, Parker and Bashir (2015) analysed the privacy policies of five of the service providers most commonly used by the twenty-five largest American public library systems. Their analysis sought to answer three questions. Firstly, whether these privacy policies could be read and understood by the users of public libraries. Secondly, whether the policies reached the standards of privacy set by the "library community" (Lambert et al., 2015, p. 2) and finally, whether the policies met the standards which American industry set "for companies managing data" (Lambert et al., 2015, p. 4). Our paper need only concern itself with the answers provided by the authors to the first two questions.

On the first question, regarding whether library users were likely to be able to understand the privacy policies of these vendors, the authors concluded that the reading level required to read the policies "indicate[d] that [they] may be too difficult for the average library patron to understand" (Lambert et al., 2015, p. 5). On their second question, about whether vendors were reaching the standards expected by the library community, the authors found that "the

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vendors overwhelmingly were not meeting the heightened standards of the library profession" (Lambert et al., 2015, p. 6).

While the headline conclusions reached by the authors are notable, of real importance is the detail of what they say, particularly as it relates to the failure of vendors to meet library standards of privacy. The authors begin by pointing out that each of the vendors "were deficient" in their policies when it came to discussion of the enforcement of privacy rights (Lambert et al., 2015, p. 6). Moreover, no mention was made of the privacy audits required by the ALA. Similarly, absent was any reference to the ALA Code of Ethics (Lambert et al., 2015, p. 6). In fact, library privacy requirements are completely absent from the policies which, to the authors, "seemed to have been drafted ignorant of library professional standards" (Lambert et al., 2015, p. 6). While there may be nothing inherently wrong with this, it does give the distinct impression that the vendors do not consider library patron privacy to be of any particular importance. The authors also discuss "personally identifying information" (Lambert et al., 2015, p. 6). The vendors are open about the fact that they collect it and why they do so. This of course conflicts with ALA guidance and standard library procedures for personal information. Furthermore, no indication is given by the vendors as to the necessity of this personally identifying information being collected or the likelihood that it would eventually be deleted (except one vendor which was open about keeping the information). The findings of Lambert et al. (2015) provide further evidence that a disconnect exists between the ethical standards of library professionals and the actual privacy protections in place for public library users.

Behavioural Tracking of Internet Users

Reading analytics and the vendors who provide services to the library, as discussed above, are easily identifiable parts of the wider issues surrounding patron privacy. Internet use by patrons is also broadly understood to be a problem for public libraries in seeking to fulfil the ethical obligations of their profession. A far more subtle part which can nonetheless have a profound impact on the privacy of library users is the behavioural tracking they experience whilst online (Fortier & Burkell, 2015, p. 59). It is often pointed out that this type of information collection involves "non-personally identifiable information" (Fortier & Burkell, 2015, p. 59). In their article, "Hidden Online Surveillance: What Librarians Should Know to Protect Their Privacy and That of Their Patrons", Alexandre Fortier and Jacquelyn Burkell assert, however, that "behavioural tracking is a form of surveillance" and is thereby an issue which profoundly affects the privacy of library users (Fortier & Burkell, 2015, p. 60).

In order to show that behavioural tracking constitutes a form of surveillance, Fortier and Burkell begin by outlining the initial, largely benign, purpose of behavioural tracking. It "was used to enhance user experience and to make … website interactions more efficient" (Fortier & Burkell, 2015, p. 61). For example, if a user left a website, behavioural tracking meant they could return to the same place on the site or resume a purchase with the same products ready to be paid for as before. This was enabled by "first-party tracking", that is, tracking of users by the host website (Fortier & Burkell, 2015, p. 62). However, from the vast amount of information which began to be collected, companies started to make inferences about their users. Over time, as even more of this tracking took place a "detailed profile" of users was constructed by the web companies - "potentially aggregated across multiple visits to different websites" (Fortier & Burkell, 2015, p. 62). This aggregation from different sites was enabled because some companies have what are called "third-party" trackers on many different sites (Fortier & Burkell, 2015, p. 62). Google, for example, have third-party trackers on a huge percentage of websites - this means the profile that can be built of a user is likely to be extremely expansive (Libert, 2015). While all of this is concerning enough on its face, the fact that third-party trackers tend to be "invisible to the user" and involve the transfer of user data without "explicit … consent", makes it far worse (Fortier & Burkell, 2015, p. 62). In a case like this, one could ask, how can the library hope to live up to the professional standards it espouses? How can it go about "safeguarding all library use data, including [the] personally identifiable information" of its patrons (ALA, 2019) when patrons can be tracked merely by going online?

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The Case for a Reconsideration of Library Privacy Principles

This paper has repeatedly noted the gap between library privacy standards and the realities in contemporary public libraries. Some authors, however, have tried to paint a picture of what a library which did live up to the standards of the profession would look like. David Irvin (2021) argues that libraries have an ethical responsibility not to turn their backs on privacy. Irvin's assertion is that to give up on privacy is to endanger "the relevance of the library" (2021, p. 3).

Irvin's paper, "Ethics, Encryption, and Evolving Concepts of Personal Privacy in the 'Black Box Library'", is something of a call to arms, and while he himself calls the article "an imaginative exercise", it is nonetheless filled with suggestions for how librarians could begin to fulfil the privacy obligations of their profession (2021, p. 2). The overarching ambition of the piece is to suggest that libraries become black boxes where users can access whatever reading materials, information, etc. they need but where none of the data which their activities create ever leaves the library. As Irvin says, "in the black box library, the vendor and library would be blind to all personal information included in active and previous transactions" (2021, p. 4). Irvin (2021) lays out a number of important steps which libraries can take to vastly improve patron privacy. These include "mass encryption, proxy services, legal enforcement of privacy provisions in vendor contracts [and] recordless inventory systems" (Irvin, 2021, p. 1).

So, it is not beyond the bounds of possibility that public libraries could seek to return to their roots and embrace strong patron privacy protections once again. However, it must be asked how realistic this change is - as we said, Irvin himself calls his article "an imaginative exercise" (2021, p. 2). Moreover, a public library system which sought to rebuild its offerings, from the ground up, would, at least initially, have to remove a lot of its services in order to ascertain whether they reached the standards expected. E-journals, e-books, streaming services, library computers, library Wi-Fi, integrated library systems and other services would all have to be analysed to see if they reached the standards expected. In some cases, it might then require a re-negotiation of a contract with a vendor, in others the service might never come back. Either way, the service would be gone for a period of time which would surely lead to some public backlash. While some libraries might, it seems highly unlikely that most would have the determination to go through all of that.

The issues faced by public libraries in seeking to live up to their privacy principles while also offering patrons access to the latest technologies and services are not new. In 2001, Michael Gorman argued that "our privacy codes need to be updated so that we can deal with modern circumstances without ever compromising our core commitment to privacy" (p. 9). This paper follows Gorman (2001) in calling for an update to the privacy principles of the profession but does so as a means of re-aligning the ethics of the field of librarianship with the realities within which libraries now function. As we have shown, it does not seem that libraries are currently meeting the standards the profession has set for itself. Rather than continue to espouse something which has come to be little more than a token gesture, the profession should seek to engage with the reality of the situation. Revisiting and re-evaluating the ethical principles of the profession would lead to a more realistic and honest assessment of the library's place in the world. Finally, it would also free libraries to proudly offer the services and engage in the activities which it already does without continuously contradicting and undermining the profession's conception of itself.

Peadar Claffey, BA, MLIS, Library Technician at the North Vancouver City Library

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Noel Hughes, President of the Library Association of Ireland

Noel Hughes was elected President of the Library Association of Ireland in 1988, achieving an honour at the Association's highest level which heralds his contribution to the profession and to the Association which he actively served for many years. Noel was a member of the Executive Board of the Library Association of Ireland; a member of the Board's Finance and General Purposes Committee and he also served as Hon. Secretary of the University and Special Libraries' Section of the Association.

Noel's academic awards included Fellowship of the Library Association of Ireland (FLAI) which was earned in 1982 on completion of his thesis, *Irish Engineering 1760 – 1960 (1982).* He was elected to Associeteship of the Library Association of Ireland (ALAI) in 1989, held a MIInfSc from the Institute of Information Scientists and was also a Member of CILIP UK (MCLIP).

Noel's career postings included that of Library Officer and then Head, Library and Information Services, at An Foras Forbartha [The National Institute for Physical Planning and Construction Research]. On the reorganisation of An Foras Forbartha, a process which in 1988 led to the establishment of the Environmental Research Unit (ERU) Noel took over responsibility for the library of the Department of the Environment in addition to that of the ERU. In 1990, he was appointed Chief Librarian at ENFO, the public environmental information service then under the auspices of the Department of the Environment and Local Government. In this capacity, he oversaw the development of a specialist library dealing with environmental issues and the introduction of innovative educational programmes for school children which were complemented by a series of exhibitions, workshops and informational material. The material formed a key educational resource for people of all ages and was widely availed of by public libraries in Dublin and throughout the country, providing an accessible entry point for all to critical information about the rapidly changing environment.

His contribution to the library profession is well known in Ireland but Noel's knowledge and the skills which he shared at an international level also merit being recorded. In 1977, for example, Noel's contribution to the world of environmental information found him in India working to develop a resource which extended throughout South East Asia. During the 1980s, he

represented Ireland on European Union environmental committees, was involved with United Nations Environment Programme (UNEP) in Nairobi, and in 1997, he was Chairman of a World Environmental Conference in Moscow. The 1990s saw him involved in environmental information work in Eastern Europe, in Trinidad and Tobago and working to promote UNEP developed databases for nine Sub-Saharan African countries. As part of this involvement, Noel provided training sessions in Dublin and in Africa using then innovative processes through which countries could engage, on-line, in data sharing.

There are many contributions in the professional press which bear Noel's name but I acknowledge in particular his work in researching and publishing a listing of those who held the office of President of the Library Association of Ireland during the period 1929 - 1988. The list was published in *Libraries of Dublin: Proceedings of a Conference held on 14th-16th October 1988 as part of the City's Millennium Celebrations, Library Association of Ireland 1989.*

Noel was a professional librarian who ably represented his profession and the Library Association of Ireland, as its President, at home and when overseas.

But he was also a gentleman with a capacity, as I discovered during our attendances at library conferences in Ireland and abroad during the late 1980s into the 2000s, to make and sustain friendships both within the library and information profession and in the many sporting and voluntary associations of which he was a member. It will be no surprise to note that his interest in tennis and golf led Noel to membership of Sutton Tennis Club and of Donabate Golf Club but it is perhaps less known, that for many years, Noel acted quietly as a Volunteer fundraiser for St Michael's House, Dublin.

His quiet words of friendship and common sense will be missed by all who knew him. May he rest in peace and remain always in our collective memory.

Deirdre Ellis-King

Teresa Whitington RIP

Dr Teresa Whitington, the recently retired librarian at the Central Catholic Library in Merrion Square, died unexpectedly on 24 October 2021. She had been at the library since 1997, and was greatly respected by the members the library and her friends and colleagues in the Irish library world.

She held a doctorate in French language and literature for a thesis on Marcel Proust's multi-volume novel *In Search of Times Past*. Aside from her academic achievements she was involved in societies and groups in several fields.

PC

We have commissioned Peter Costello, the author, editor and literary critic, the former Honorary Librarian of the Central Catholic Library, to write an obituary of Teresa which will appear in the October 2022 issue of an *An Leabarlann: The Irish Library*

NEWS from the STACKS

People

Appointments:
Dr. Sandra Collins, University Librarian, UCD
Doreen Lundon, User Experience and Services
Librarian, UCC
Susan Reilly, Director, IRel

People, International

IFLA President Barbara Lison, has received an award from the German government: https://www.ifla.org/news/ifla-president-barbara-lison-receives-the-order-of-merit-of-the-federal-republic-of-germany/

Literary Awards

Dublin Literary Award: https://dublinliteraryaward.ie/news/dublin-city-council-announces-the-2022-dublin-literary-award-shortlist/

Booker: https://thebookerprizes.com/the-booker-library/prize-years/international/2022

Forthcoming Conferences

IFLA WLIC: https://2022.ifla.org/
ALA: https://2022.alaannual.org/
BIALL: https://biall.org.uk/annual-conference/2022-annual-conference/
CILIP: https://www.cilip.org.uk/events/EventDetails.aspx?id=1603718&group=
CONUL: https://conul.ie/event/conul-conference-2022/
EAHIL: https://eahil2022.nl/
IAML: https://www.iaml.info/congresses/2022-prague

Forthcoming Conferences (continued)

LIBER: https://liberconference.eu/
LILAC: https://www.lilacconference.com/lilac-2022
UKSG: https://www.uksg.org/event/annualconference2022

Library Developments

Childrens Books Ireland archive collection has moved to DCU. Details here: https://www.dcu.ie/library/news/2021/dec/new-agreement-sees-transfer-childrens-books-ireland-archive-dcu-library

DCU is also housing Poetry Ireland on a temporary basis: https://www.dcu.ie/commsteam/news/2022/feb/dcus-st-patricks-campus-becomes-temporary-home-poetry-ireland

Colleagues who worked in Fingal County Libraries after 1st January, 1994 will remember 11, Parnell Square as the original headquarters of the old Dublin County Council. The walls would have many stories to tell!

Cork County Libraries: New library in Kanturk. Details: https://www.corkcoco.ie/en/news/new-kanturk-library-official-opens-self-service-kiosk

LIS Association Developments

https://naple.eu/eblida-naple-and-public-libraries-2030-team-up-for-libraries-in-europe/

Cultural Matters

Ulysses 100, keep up to date with all things Joyce: https://www.rte.ie/culture/2022/0201/1277228-celebrations-worldwide-as-james-joyces-ulysses-turns-100/

Friends of the Library, TCD: https://www.tcd.ie/library/support-library/friends.php

MoLI: https://moli.ie/join-support-en/membership/

Honan Chapel, UCC: https://www.rte.ie/news/munster/2022/0321/1287542-honan-chapel-ucc/

Conflict in Ukraine

The following are some of the responses from colleagues around the world: https://www.ifla.org/news/ifla-response-to-the-situation-in-ukraine/

See the Library Association of Ireland response on their front page: https://www.libraryassociation.ie

Technological Universities

Atlantic Technological University (ATU) will be formally established on 1st April, 2022. ATU is comprised of GMIT, LYIT and IT Sligo.

IT Carlow and Waterford IT will become the South East Technological University on 1st May, 2022.

International News

South Africa: https://www.nature.com/articles/d41586-021-01045-4

British Library, Boston Spa: https://www.bbc.com/news/uk-england-leeds-60668721