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Book Reviews, Conference Reports ...

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Guidelines For Contributors

An Leabharlann: The Irish Library publishes articles on libraries, librarianship and related topics of interest to the library and information community on the island of Ireland. The Editorial Board invites original, unpublished articles for publication. Articles should be between 1,500 and 5,000 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.

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Manuscripts should be submitted by email attachment or on disc as Rich Text File (RTF). Text should be formatted in Times New Roman 12 pt., double-spaced, with margins of 2.54cm (i.e. standard A4 margins). Formatting of text (e.g. italics and bold) should be kept to a minimum.

Authors should provide their name, organization, position and the title of the article at the top of the first page. If the article was presented at a conference, details of the sponsoring organization, the date and title of the conference should be given.

Book reviews should include the full title, author or editor, publication details and price.

Conference reports should include details such as the sponsoring organization, the date, place and title of the conference.

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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.

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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

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The biggest news story in the Library and Information Services (LIS) sector this year is the decision by the Minister for the Environment, Community and Local Government to dissolve An Chomhairle Leabharlanna/Library Council. This is done in the name of rationalisation of government agencies as recommended in *An Bord Snip Nua Report*.¹ That the policy advisory body for public libraries is dissolved immediately after the Global Irish Economic Forum shows just how disconnected government thinking is. Several speakers at the Forum laid great emphasis on the arts, culture and literature as part of the marketing mix for Ireland Inc. Is this decision another example of the profound ignorance referred to in a book reviewed on p.42?²

There are two articles on different aspects of the *Copyright and Related Rights Act 2000*. Eva McEaney considers the *Copyright and Related Rights (Amendment) Act 2007* in her article on the Public Lending Remuneration (PLR) system in Ireland. The article gives in an overview of the administration of the PLR system. However, the statistics it generates throw much light on the reading habits of public library users. These figures and recent statistics from An Chomhairle Leabharlanna/Library Council prove to be very useful in measuring impact and advocating for public libraries. The quotations from two Irish authors on page 12 are a reminder of the importance of public libraries and the work of An Chomhairle Leabharlanna.

Training in copyright and the evolution of a series of training courses since 2000 is the subject of the second article. Jennefer Aston focuses on training but gives some background to the *Copyright and Related Rights Act 2000* and notes the important advocacy role of the Ad Hoc group of librarians and the Library Association of Ireland before and during the passage of the legislation.

Two pieces of research are reported. Jane Burns reviews job advertisements in the LIS sector between January 2010 and June 2011. This review is set against the backdrop of the

closure of many corporate/private sector libraries and the reduction in staff numbers across the academic, health, public and school sectors. The importance of CPD is emphasised especially so when training budgets in organisations have been reduced. Imaginative ways of engaging in CPD activities need to be considered.

Academic libraries and international students, specifically Chinese students, are the focus of the second piece of research. It is noted that many Chinese students are, perhaps, not in a position to take full advantage of the academic library because of cultural differences in addition to communication and language difficulties. Comments in this article may well apply to other groups of international students. The authors suggest that some of the higher fees which international students pay should be earmarked for library use so that targeted user education could be provided. International students make a major economic contribution to our third level colleges. If it has not already been done, perhaps, all colleges of higher education could publish a joint short guide to library services in several languages.

In addition to some Conference reports, one delegate at the recent IAML conference was motivated to write a short article as a supplement to Orla Parkinson's article in the last issue of this journal. Given the recent announcement by Leo Varadkar, TD, Minister for Transport, Tourism and Sport at the Global Irish Economic Forum that there will be a major tourism promotion in 2013, perhaps, individual groups and sections might consider attracting smaller conferences to Ireland. In terms of conference planning, 2013 is quite soon. But, there must be surely be opportunities. Colleagues have been successful in attracting both the EAHIL and IAML conferences in recent years. The economic impact of international conferences is well documented.

Marjory Sliney, editor@libraryassociation.ie



1. *Report of the Special Group on Public Service Numbers and Expenditure programmes*. Dublin: Stationery Office, 2009.
2. *Directory of Irish Archives*. Helfert, S. and Refaüssé, R. Dublin: Four Courts Press, 2011.

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Or contact: The Secretary, Education Committee,

Library Association of Ireland, 53 Upper Mount St., Dublin 2

Email: education@libraryassociation.ie

Library Association of Ireland Education Committee

Public Lending Remuneration (PLR) Scheme

Abstract

The administration of the Public Lending Remuneration Scheme in Ireland is described in this article. In addition to providing essential statistics for the calculation of payments to authors, the scheme also provides valuable information on what users of Irish public libraries are reading.

Keywords

Public Lending Remuneration, Ireland



Eva McEneaney

Introduction

Public Lending Right (PLR) is the exclusive right of an author to loan her/his book, and it was introduced into Irish law by the *Copyright and Related Rights (Amendment) Act 2007*. The Act brought Irish legislation into compliance with European law.

The *Act* specifies that the lending right applies unless a remuneration scheme is in place, and provides for the establishment of a remuneration scheme by the Minister of the Environment, Heritage and Local Government.¹

Public Lending Remuneration (PLR) is the mechanism for authors to receive payment under PLR legislation for the loans of their books by public libraries.

PLR is administered in Ireland by An Chomhairle Leabharlanna (The Library Council). Under PLR a payment is made to registered authors in respect of registered books loaned by public library authorities.

PLR systems have been established in many countries around the world. The first country to establish a PLR system was Denmark in 1946, followed by Norway in 1947 and Sweden in 1954. The UK system was set up by the PLR Act of 1979.

The PLR International website (www.plrinternational.com) aims to promote international awareness of PLR and inform the PLR community of events, developments and news from around the world.

The International PLR Network meets every two years at a conference organised and hosted by a member country. The conferences provide an opportunity for PLR administrators and interested parties from across the world to exchange information on recent issues, discuss common problems and promote the development of PLR in new countries. The 9th International PLR conference was held in Brussels last month (September 2011).

A series of European PLR seminars has also been held to bring together delegates from authors' organisations and other agencies with an interest in PLR.

Legislative Background

Ireland transposed the provisions of the EU directive on public lending in the context of the Irish *Copyright and Related Rights Act 2000*. This *Act* did not provide for a PLR scheme but assumed that all public libraries were exempt. In 2003 the European Commission instigated legal proceedings against Ireland for failure to transpose correctly certain provisions of the EU rental and lending directive, specifically in regard to public lending.

In January 2007 the European Court of Justice ruled against Ireland, finding that Ireland had overly relied on the exemptions provisions in the directive to exempt all public libraries from the obligation to remunerate authors for the lending of their works.

To achieve full compliance with the court's decision, the Minister for Enterprise Trade and Employment drafted a bill to provide for a Public Lending Right payments system for authors for works that are loaned by Irish public library authorities.

PLR became law in Ireland on 4th December 2007, when the *Copyright and Related Rights (Amendment) Act 2007* was signed by the President. The *Act* enabled the Minister for the Environment, Heritage and Local Government to establish a 'Public Lending Remuneration Scheme'.

The *Act* also provided a statutory basis for An Chomhairle Leabharlanna (The Library Council) to administer the Irish public lending remuneration scheme.

The regulations establishing the scheme, S.I. No. 597 of 2008 were published on 31st December 2008. Funding for the operation of the scheme and for payments to authors is provided by the Department of the Environment, Community and Local Government.

Management of the PLR Scheme

Under the PLR Regulations, (article 9(4)) the Director of An Chomhairle Leabharlanna was designated as the Registrar of Public Lending Remuneration. At the end of 2008, An Chomhairle established a PLR Office to administer the scheme. The PLR Office operates as part of An Chomhairle Leabharlanna.

Collection of Loans Data from Public Library Authorities

Under the PLR regulations, all of the 32 public library authorities are required to provide loans data to the PLR Office. The PLR Office provided a technical specification for a PLR module to all the Library Management System suppliers of the public library authorities. The Library Management System suppliers then developed a PLR module which was installed on the computerised library management system of the public library authorities.

Each month the public library authorities send the file generated by the PLR module to the PLR Office. The file details the number of times each book in their collections is issued during a specified period. The PLR data is stored at PLR Office and at the year-end provides the basis for payment calculations. The PLR Office has been collecting loans data from the public library authorities since January 2009.

PLR Computer Application Development in Ireland

In the United Kingdom, PLR was established by the *Public Lending Right Act 1979* which gave British authors a legal right to receive payment for the free lending of their books by public libraries. Having thus established the principles of PLR in the primary legislation, the Government then produced the PLR Scheme, which passed through Parliament in 1982. Public Lending Right UK has developed a computer system for managing registrations and payments, consistent with the UK legislation and the procedures agreed with the Audit Commission. The

1. Directive 2006/115/EC, OJ L 376, 27.12.2006, p. 28–35.



Minister of State Michael Kitt, TD, visited An Chomhairle's offices on March 3rd, 2009 to promote the scheme and encourage authors to register. (L-R) Chairman of An Chomhairle Leabharlanna, Senator Mark Dearey, Éilís Ní Dhuibhne, Minister of State Michael Kitt, TD.

Irish PLR scheme is modelled on the UK scheme and the PLR Office has relied heavily on the support and expertise of PLR UK.

In 2009 An Chomhairle commissioned PLR UK to develop an online PLR Application, based on the UK system, which has three modules:

- A loans data module to collect and manage loans data from library authorities.
- A registrations module to register and manage author and title registration details.
- A payments module to calculate, generate and manage payments due.

How the PLR system works

To claim PLR, authors must register with the PLR Office, providing personal and payment details and details of each edition of each book for which they wish to claim.

The scheme allows for the percentage of the payment to be made for various levels of contribution, which include contributions such as sole author, joint author, editor, compiler, translator, and illustrator.

At the end of the PLR year, the loans data from each authority are matched to the author/title data and a list of authors whose

books have been loaned, and the number of issues of each, is produced. Payment is made to authors in respect of their contribution to the work for which the payment is due.

The rate of payment is set each year and is the product of the total number of loans for which a payment is due, divided by the total funding available. This provides a 'Rate per Loan'. A maximum and a minimum amount are set and no author receives more than the maximum amount.

In 2010, an author was eligible for payment if their PLR earnings reached a minimum of €2, while there was a maximum payment of €3,000 for the most-borrowed authors. The 2010 PLR payment calculation was based on a total of 3,661,165 eligible loans. The Rate-per-loan (RPL) was calculated at 8.88 cent in 2010.

Registration of Authors and Books

In order to qualify for PLR an author must be a citizen of, or a resident in, any of the countries within the European Economic Area (EEA). If a citizen of an EEA country is living outside the EEA countries, the applicant must provide proof of citizenship as part of the registration process.

10,011 authors from thirty-two countries were registered for the PLR system at the end of 2010, and details of 215,972 titles were entered on the PLR register.

The PLR Regulations do not limit the PLR scheme to books with ISBNs. The PLR Office has established a manual system for recording books without ISBNs and liaises annually with the public library authorities in this regard. Agreed funding is set aside annually for payment of books without ISBNs.

A book is eligible for PLR registration provided that:

- it has an eligible contributor
- it is printed and bound (paperbacks counting as bound).
- copies of it have been offered for sale.
- the authorship is personal (i.e. not a company or organisation).

Books that are wholly or mainly musical scores, newspapers, magazines and journals are not eligible for PLR. Currently, payment is made only for loans of printed books. Audio books, other AV media and e-books lent out by public libraries are currently not eligible for PLR.

The right to PLR continues for 70 years after an author’s death.

Authors already registered for Irish PLR can register additional books online on the PLR website at www.plr.ie

PLR Payments

Payments are made to registered authors annually and are based on loans from the preceding calendar year. The PLR scheme does not allow for retrospective payments to be made for earlier years. The whole PLR fund is distributed each year among the registered authors. The PLR Office made the first PLR payments to authors resident in Ireland in December 2009. Payments were made to authors resident in the EEA countries and to citizens of EEA countries worldwide in January and February, 2010.

In 2010, the Department of Environment, Community and Local Government provided € 320,000 for payments to the authors whose works were loaned to the Irish public in 2010.

Payments are made to applicants who have registered titles which have recorded sufficient borrowing to receive a payment. The Registrar determines the minimum and maximum payment thresholds annually based on the author funding available and the number of authors eligible for payment.

A total of 4,638 authors from twenty-six countries qualified for a payment in 2010, with four authors receiving the maximum payment of €3,000.

If the PLR Office is unable to contact a registered author, his/her payment will be held for up to three years after which the money is returned into the PLR fund.

Table 1: Summary of PLR Payments 2010

Number of authors registered for PLR in 2010	10,011
Number of authors qualifying for a payment	4,638
Number of authors receiving the maximum payment of €3,000	4
% of registered authors to receive payment	46.33%
% of Irish resident authors to receive payment	82.61%
Rate-per-loan (RPL)	8.88 cent
Total number of eligible loans	3,661,165

The PLR Office has an agreement with the Authors’ Licensing and Collecting Society (ALCS), UK and some registered authors have chosen to receive their Irish PLR payment via ALCS.

Assignment of PLR

PLR is a property right which can be given away, sold or bequeathed by will. An author may transfer the PLR interests in this way to an individual, organisation or company who then becomes the PLR assignee. The author permanently relinquishes all rights to payment and information about the books. Alternatively, an author can retain their right in PLR but specify that payment is to be made to someone else. In the event of a registered owner’s death, the rights can be transferred to a new owner and continues for up to seventy years after the date of their death.

Communications and Publicity

The collection of loans data from all thirty-two library authorities allows for an analysis of public library loans on a national basis. During 2010 the PLR Office compiled monthly most-borrowed-from-the-library lists and also provided each library authority with its own annual most-borrowed-from-the-library list. The combined monthly national lists were published on the PLR website.

In addition to publishing updates on the website, the PLR Office issued a national press release on public library borrowings to the media and library authorities. Statistics on borrowings were also provided to special interest groups on request. Detailed lists of the most Borrowed Authors and Titles can be accessed on the PLR website at www.plr.ie

Table 2: PLR – Top 10 Most Borrowed Titles 2010

Position	Title	Author
1	Official Driver Theory Test	Road Safety Authority/ Prometric Ireland Ltd
2	Brooklyn	Colm Toibin
3	The Girl with the dragon tattoo	Stieg Larsson
4	The boy in the striped pyjamas	John Boyne
5	Harry Potter and the deathly hallows	J.K. Rowling
6	Twilight	Stephenie Meyer
7	The lost symbol	Dan Brown
8	The girl who kicked the hornets’ nest	Stieg Larsson
9	Harry Potter and the philosopher’s stone	J.K. Rowling
10	The BFG	Roald Dahl: illustrated by Quentin Blake

‘Irish children are the champion borrowers from public libraries, with eight children’s authors making it into the top ten ‘most-borrowed-from-the-library’ list for 2010.’



The *Official Driver Theory Test* continues to be the nation’s most borrowed book in 2010 while fiction continues to dominate the title list.

Table 3: PLR – Top 10 Most Borrowed Authors 2010

Position	Author
1	Roderick Hunt
2	Daisy Meadows
3	Francesca Simon
4	Enid Blyton
5	Jacqueline Wilson
6	Roger Hargreaves
7	James Patterson
8	Nora Roberts
9	Roald Dahl
10	Terry Deary

Irish children are the champion borrowers from public libraries, with eight children’s authors making it into the top ten ‘most-borrowed-from-the-library’ list for 2010.

Classic stories continue to delight today’s children with authors such as Enid Blyton, Roger Hargreaves and Roald Dahl making it into the top ten. Roderick Hunt, author of over 300 titles in the *Oxford Reading Tree* series, is Irish children’s top choice for the second successive year with over 115,000 library loans. Prolific US author James Patterson is the most popular adult fiction author with almost 65,000 library loans.

Table 4: Most Borrowed Fiction Titles by Irish Authors 2010

Position	Title	Author
1.	Brooklyn	Colm Toibin
2.	The boy in the striped pyjamas	John Boyne
3.	Once in a lifetime	Cathy Kelly
4.	The return journey	Maeve Binchy
5.	The secret scripture	Sebastian Barry
6.	Let the great world spin	Colum McCann
7.	The brightest star in the sky	Marian Keyes
8.	Happy ever after	Patricia Scanlan
9.	Lessons in heartbreak	Cathy Kelly
10.	Heart and soul	Maeve Binchy

Table 5: Most Borrowed Irish Authors 2010

Position	Author
1.	Darren Shan
2.	Martin Waddell
3.	Eoin Colfer
4.	Maeve Binchy
5.	Marita Conlon-McKenna
6.	Sheila O’Flanagan
7.	Judi Curtin
8.	Patricia Scanlan
9.	Roddy Doyle
10.	Marian Keyes

Darren Shan remains the most borrowed Irish author in both 2009 and 2010. Darren, whose tales of vampires and demons have sold 15 million copies worldwide, was thrilled to learn of his high rating:

'I was delighted when I heard I was the most borrowed Irish author in Irish public libraries in 2009', said Limerick-based Mr Shan, 'but I know that I wouldn't be where I am today if not for Ireland's fabulous libraries. I've always been proud of how well my books have fared in Ireland, but no writer makes it to the top by themselves, and any success story of mine is also a success story for Ireland's librarians and libraries. They're a national treasure.'²

author of the international bestseller *Girl with a Pearl Earring* attended the 30th anniversary of Public Lending Right, UK in 2009 stated: 'PLR doesn't go for the obvious. Writers who benefit are not always top of the bestseller lists. Often they are lesser known authors, appreciated by readers and hence by PLR'.³

John Boyne's *The Boy in the Striped Pyjamas* was the most borrowed fiction title in Irish public libraries in 2009. Published in 2006, Boyne's searing story continues to enthral. A successful film based on the book was released in 2008. Reacting to the news, Mr Boyne enthused about library readers' vote of confidence: 'I spent a huge part of my childhood in libraries. I discovered my love of books there. I started writing there. So to hear that one of my novels is so popular among library-goers today makes me very proud and grateful to Irish readers'.⁴

Table 6: Most Borrowed Non-Fiction Titles 2010

Position	Author	Title
1.	Road Safety Authority	The Official Driver Theory Test
2.	Rhonda Byrne	The Secret
3.	Barack Obama	Dreams From My Father
4.	Guinness World Records Ltd	Guinness World Records 2010
5.	Rachel Allen	Bake
6.	Lorna Byrne	Angels In My Hair
7.	Guinness World Records Ltd	Guinness World Records 2009
8.	Matt Cooper	Who Really Runs Ireland?
9.	Shane Ross	The Bankers
10.	Fintan O'Toole	Ship of Fools

Authors and PLR

In addition to receiving payment for the loans of their books, authors also benefit from the feedback PLR can provide on the borrowing of their books in public libraries. Tracy Chevalier,

Summary

The PLR Office, established in late 2008 now has over 10,000 authors registered and made annual payments to authors in 2009 and 2010. At the end of 2010, 215,972 titles were registered for Irish PLR and the 2010 PLR payment calculation was based on a total of 3,661,165 eligible loans. In addition to providing essential statistics for the calculation of payments to authors, the scheme also provides valuable information on what users of Irish public libraries are reading.

Eva McEneaney, BA, HDip Ed, DipLib is Executive Librarian, An Chomhairle Leabharlanna.

For more information, please visit the PLR website at <http://www.plr.ie/>

2. <http://www.plr.ie/2010/06/01/horrid-henry-is-the-most-popular-child-in-ireland>

3. [http://www.plr.uk.com/mediaCentre/mediaReleases/feb2009\(2\).pdf](http://www.plr.uk.com/mediaCentre/mediaReleases/feb2009(2).pdf)

4. <http://www.plr.ie/2010/06/01/horrid-henry-is-the-most-popular-child-in-ireland>

The Library and Information Services Job Market



A Review of job advertisements from January 2010 - June 2011

Jane Burns



ABSTRACT

Following a content analysis of job advertisements that were published from January 2010 until June 2011, the research presented in this article gives an indication of the limited number of vacancies in the Library and Information Services market. Results also show the range of skills and competencies which employers now expect.

Keywords: *Library and Information professionals, job advertisements, Ireland*

Background

Dr. John G. Cullen (NUI Maynooth Business School), published a review of job advertisements in the library and information service sector in 2000.¹ One of the key benefits arising from this type of review is to assist people already working in the field to determine the emerging and changing skills requirements for the sector and plan their Continuing Professional Development

(CPD) accordingly. Another benefit is that this information helps both students and new entrants to the field identify what skills and experiences are necessary, and aids those designing and delivering curricula in the area of library and information studies, to align course content with job market opportunities.

During the past eighteen months, Ireland has experienced a significant economic contraction. The global economic crisis has resulted in an employment downturn in many western countries. Most employment sectors have suffered loss of jobs, redundancies and reductions in the recruitment of new staff. The Irish Library and Information Service (LIS) sector has not been immune to this downturn. For the first time in the history of the state, there have been cuts in pay in the public sector. ▶

1. Cullen, J (2000). A review of library and information service job advertisements: what do they tell us about work in the Irish library sector? *Journal of Information Science*, 26(4): 278-281.

Sources for Research

The primary sources for identifying job advertisements for this market were:

1. Jobs and Careers Section of Library.ie (<http://www.library.ie>)
2. LAI Academic and Special Libraries Section mailing list
3. Irish Times (Appointments Section published in the Friday edition.)

Secondary sources for identifying job advertisements for this market were:

1. Public Jobs (<http://www.publicjobs.ie>)
2. Targeted searches of University Libraries Websites
3. Social Media forums

Methodology and Research Results

These sources were reviewed on a weekly basis throughout the eighteen-month period. Where possible advertisements, job descriptions and application forms were downloaded and analysed using the following criteria:

- Title of the Post
- Requirement for a professional qualification in librarianship
- Essential competencies for the post (including traditional and non-traditional Library Skills)
- Salary Range
- Time of the year advertisement was posted

The research focused on the recruitment of library staff. From January 2010 until June 2011 there were 55 jobs advertised. These can be categorised by the following Title Categories and number of positions advertised.

Table 1: Positions Advertised Jan 2010–June 2011

Title Category	Number of Positions
Librarian	20
County Librarian	2
City Librarian	1
Assistant Library	12
Senior Library Assistant	1
Library Assistant	3
Library Trainee/Internship	6
Other (not advertised as LIS job but requiring some LIS Skills and posted on targeted websites)	10

If the Library Trainee/ Internships are taken out of the table, there is a balance of 49 positions that were advertised.

This figure of 49 positions advertised from January 2010 until June 2011 represents a significant decrease in the number of

posts advertised in comparable periods over the past ten years. For example, in 2000 the number of Library and Information Services positions advertised was 111 over a 12-month period.²

In 2002 there were 323 Library and Information Services positions advertised over a 12-month period.

The table opposite (page 15) reviews the requirements for a professional library qualification, and gives salary scales highlighting the lowest and the highest range advertised, and the location of the positions. It is important to note that not all advertised positions gave salary information or provided detailed requirements for the post.

Sector Explanations:

Third Level	refers to any third level institution.
Private	refers to organisations in the corporate/private sector
Government	refers to any organisation funded by the government (3rd level not included here)
Public	refers to County or City Librarian posts
NGO/Research	refers to Non Government Agencies, Voluntary Sector or Specialist Research Projects.
EU Based	refers to positions advertised in the cited Irish sources but the positions were based outside the island of Ireland.

A study of this table identifies a range of salary scales, a high concentration of jobs in the Dublin area and an inconsistency in the requirement for a qualification in Library and Information Studies.

Requirement for Professional Library Qualification

Table 2 also highlights the following:

- A professional library qualification is required for more than half the trainee/work placement positions
- Two thirds of the posts at Assistant Librarian level required a library qualification.
- Overall 49% of the posts advertised required a library qualification.
- If advertisements are included for other posts not directly advertised as Library and Information roles, do have some Library and Information content then the percentage requiring the qualification is 57%.
- In comparison the equivalent numbers in 2000 for Library and Information Services positions advertised, 47% required a professional library qualification.³ In 2002 the percentage of positions that required a Professional Library Qualification was 32.23%.⁴

2. Id., Ibid.

3. Id., Ibid.

4. Cullen, J (2002). 'The employment market for library and information management workers in Ireland', *Library and Information Research News* 26(83):25

Table 2: Qualifications and Salary, Sector, Location

Title	Posts that had Library Qualification Requirement	Salary Range (Lowest-Highest)	Sector	Location
Librarian	18/23	Lowest: €18-25/hour Highest €68,553 – €84,935	Third Level – 6 Private – 9 Public – 3 Government – 2 NGO/Research – 2 EU (based) – 1	Carlow – 1 Dublin – 18 EU Based – 1 Galway – 1 Limerick – 1 Tipperary – 1
Assistant Librarian	4/12	Lowest €15/hour Highest €41,136 – €56,562	Third Level – 7 Private – 4 Government – 1	Belfast – 1 Cork – 1 Dublin – 9 Kildare – 1
Senior Library Assistant	0/1	€30,843 – €41,476	Third Level – 1	Dublin – 1
Library Assistant	0/2	€24,960 – €34,717 (Only one salary listed)	Third Level – 1 NGO/Research – 1	Dublin – 2
Trainee/ Work Placement	4/6	Lowest €2,200/8wks Highest €21,850/50 weeks	Private – 2 Government – 4	Dublin – 4 Galway – 2
Other	1	Lowest €20,000 – €30,000 Highest €56,400/annum	Third Level – 3 Private – 3 Government – 3 EU (based) – 3	Dublin – 7 EU – 3

It is possible to infer that there is usually a requirement to have a library and information qualification to work in this sector and that this is holding steady or increasing. However, it seems that up to 50% of the positions advertised in the sector do not require a formal library qualification.

These findings can be viewed as a source of concern for those working in the LIS sector and, in particular, those entering the field. This is a topic that needs further review by relevant bodies, which should include the Library Association of Ireland, Employers, the Universities and other colleges providing these courses and those of us already working in the sector.

Sectors for Advertised Positions

The following chart (figure 1) illustrates the sectors for which jobs were advertised.

The Third Level and corporate/ private sector advertised an equal number of posts (18). There were 9 government-funded posts; 4 EU-based posts; 2 NGO/Research posts and 3 Public Library posts.

‘... this table identifies a range of salary scales, a high concentration of jobs in the Dublin area and an inconsistency in the requirement for a qualification in Library and Information Studies.

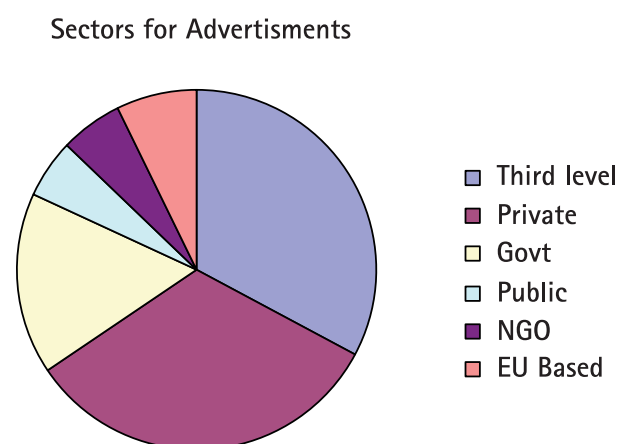


Figure 1.

Other Skills and Competencies

The National Skills Bulletin 2011⁵ is a study by the Skills and Labour Market Research Unit in FÁS for the Expert Group on Future Skills Needs. It provides an overview of the Irish labour market at occupational level and highlights areas in which skills shortages have been identified. Areas where skills shortages are listed include Information Communications Technology (ICT). This shortage is not solely concentrated on the high technical end in areas such as programming, product development and technical infrastructure and networking skills. It also encompasses information technology skills required in all labour areas.

In terms of the LIS market technology skills are among the key skills sought.

The list below reviews the skills and competencies highlighted in the job advertisements for LIS positions during the eighteen-month period of review that are technology focussed:

- Excellent knowledge of information resources, including bibliometrics and databases
- Project Management Skills
- Buying and selling archive material in electronic formats and electronic platforms
- Copyright and legal restrictions experience in the provision of information in e-platforms
- Experience in data standards and protocols

- Knowledge of database administration (SQL, Oracle, Access)
- Knowledge of Web Design
- Development of Information Literacy Programmes
- Experience of Library Management Software
- Experience in Marketing and Promotion Information Services
- Financial and Budgeting Skills (using database systems)

Seasonality of Advertisements

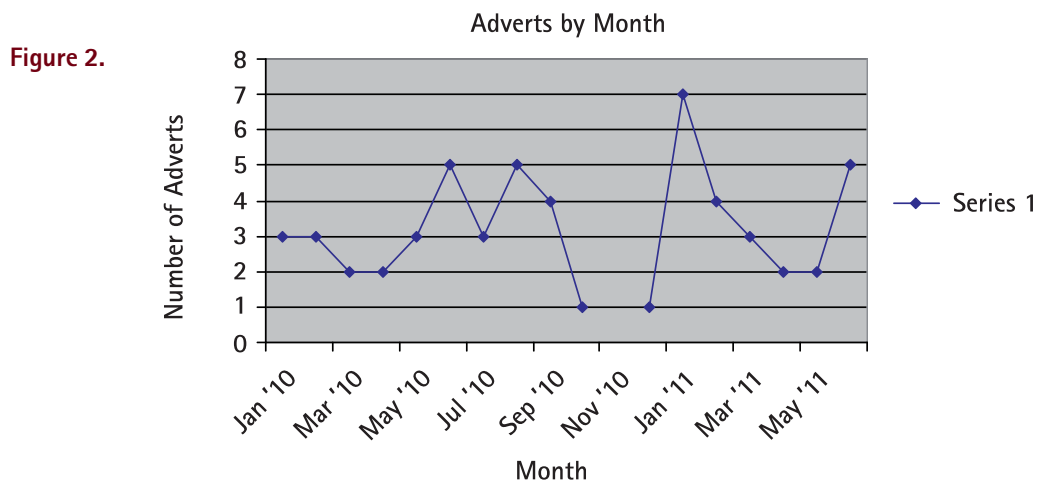
The chart below (figure 2) graphs the number of advertisements in each of the months from January 2010-June 2011. The month of January 2011 saw a peak of 7 positions being advertised. There does not seem to be any reason for this.

Some Items for Discussion

The LIS market is being negatively impacted by the economic downturn. Many libraries in the corporate/ private sector have been closed; staff have either been redeployed or made redundant. New entrants to the workforce are finding it extremely difficult to find work, even with many willing to work on a voluntary basis to gain experience.

Market awareness is a key component to both maintaining and creating future positions. Participation in Continuous Professional Development (CPD) is vital. Development of technology skills is critical as the competencies listed above indicate.

Getting involved with the Library Association of Ireland (LAI), in particular joining one of the many committees of the Groups and Sections, provides not only networking opportunities but also the possibility of developing skills sets that are not part of



5. National Skills Bulletin 2011. <http://www.fas.ie/NR/rdonlyres/1109FFF8-F80E-48DE-BD89-2B103B0B4D0E/0/NSB2011.pdf>
 [Accessed July 28th 2011][Accessed July 28th 2011]

your current job requirements. Membership of the Library Association of Ireland should be seen as a vital step in the development of anyone's career in the LIS sector. The attainment of Associate or Fellowship status within the Library Association of Ireland offers the opportunity for members to review and focus their CPD in the pursuit of these levels. (For more information go to <http://www2.libraryassociation.ie/membership/>)

Self-financing of CPD is an area that many people now have to consider as many organisations have cut back on training and educational reimbursement. This includes not only the self-payment of courses but also using annual leave to facilitate attendance at training courses. The organisation of seminars, events and CPD may now have to be organised outside of core working hours or moved to online platforms to ensure that participants can attend as more employers are finding it difficult to release employees to attend such events due to staff shortages and other restrictions.

The standardisation of job descriptions would assist LIS professionals in clarifying job requirements, in particular the job levels where a Professional Library qualification is essential, the skills requirements that are needed for different job levels and the associated salary scales. At present it can be very confusing for job seekers when trying to decide the level of position for which they should apply and what their salary expectations should be.

Conclusion

What the Irish Library and Information Services sector employment will look like in the next eighteen months is very hard to predict. Like all other sectors trying to survive in these challenging times, we must look to our strengths and our ever-enduring ability to adapt to new technologies and respond to the information needs and requirements of our users by providing them with the services they need.

Jane Burns, MBS, MLIS, ALAI is Business Manager, An Leabharlann: the Irish Library

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‘... Self-financing of CPD is an area that many people now have to consider as many organisations have cut back on training and educational reimbursement.’

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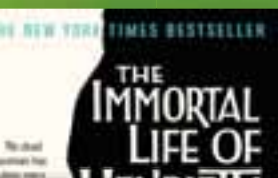

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The experience of Chinese students in Irish third level libraries:

an investigation of current challenges and an analysis of possible solutions

David Mannion and Clare Thornley

Introduction

Third level institutions in Ireland are finding themselves under increasing financial pressure. A common way to increase income is to recruit more non-EU students, as they pay substantially higher fees than EU students. For example, at UCD a student taking an undergraduate law degree pays €5,780 if they are an EU student, but pays €14,850 if they are from a non-EU country. Fees are often more than double what an EU student will expect to pay.¹

US students accounted for incomes of €32.3m and Chinese students €28m in 2009 (Education Ireland, 2010).² International

students are a major source of income to Irish Third level institutions. Most institutions have strategies in place to increase non-EU student recruitment, through staff visits to similar organisations overseas. This is set to continue for the foreseeable future, with commitments being made by the new government to encourage international students to study in Ireland (Irish Council for International Students, 2011).

Clearly the quality of learning experience which international students receive is very important if recruitment levels are to be maintained. The academic library is central to student learning. What role does it play in serving the specific learning needs of



1. <http://www.ucd.ie/registry/adminservices/fees/undergraduate.htm>).
2. http://www.educationireland.ie/index.php?option=com_rokdownloads&view=file&Itemid=100355&tid=29:international-students-in-higher-education-in-ireland-2010-final

ABSTRACT

Past research has shown that international students often experience difficulty in the library due to cultural differences and difficulties with language and communication. This can cause a gap between the quality of library service experienced by international students and indigenous students in any country.

Previous studies have tended to investigate international students as one entire group rather than a multitude of different nationalities with different needs. In the Irish context little has been done to investigate the library experiences of international students despite the constant efforts being made to attract international students to study here and the huge revenues they generate into the economy.

Based on a Master's thesis in Library and Information Studies (2010), this case study provides an insight into the academic library experiences of Chinese students (both under-graduate and post-graduate) attending an Irish third level institution. The research reported here found that factors such as limited communication skills, diverse cultural traits, and a lack of understanding of library services contributed to a less than effective use of the library. Confirming previous research conducted elsewhere, it found that they do not always enjoy the same quality of library service as indigenous students or those whose first language is English.

Recommendations from the study include an acknowledgement of the cultural traits of international students when planning and developing library induction and training courses, specific staff training and co-operation with the International Office and student societies to find ways to establish a library service that is useful to all patrons.

Keywords: *International Students, Academic Libraries, Ireland*



international students? Are academic libraries adequately prepared to meet these needs so that students can be assured of a quality library experience?

This article focuses on the experience of Chinese students in one Irish Third Level Institution. Other than those attending from the USA, students of Chinese origin are the largest non-EU group attending Irish Third Level Institutions (Education Ireland, 2010);³ thus they make up a significant number of students whose first language is not English. This article examines some of the difficulties they encounter in making full use of the library, the nature of these challenges and some possible ways, based on this study and related research, to make those in the academic library service better aware and more responsive to their needs. Some of these challenges may be unique to Chinese students but many of the issues uncovered could also be relevant to other international students and also suggest approaches which may discover more about the particular needs of different groups.

Literature Review

An insight into the issues, methodologies and key findings of past research in the area was gained through a literature review. Much of the existing literature deals with academic libraries in English-speaking countries such as Canada, the USA and New Zealand. The majority of these offer recommendations and many of these are applicable to the Irish context. Past studies, such as that conducted by Jackson (2005), have usually considered 'international students' as a homogenous group without differentiating their nationalities and cultures.

Though somewhat dated, Wayman's article 'The international student in the academic library' (1984) provides a good overview of the issues facing international students using libraries and would be a good starting point. Bilal's 'International students' acquisition of library research skills: relationship with their English language proficiency' (1989) gives insight into how a limited proficiency in language can affect effective library use.

Research by others (Allen, 1993; Jackson, 2005; Hughes, 2005) confirms that international students often experience difficulty in the library due to a lack of language proficiency, communication difficulties and cultural differences. There is often a gap between the quality of library service experienced by interna-

3. Id., ibid

tional students and indigenous students in the country in which they are studying. Allen's research also gives a good insight into how international students engage with libraries in the American context and focuses particularly on how they use library resources such as online databases and catalogues (1993). A study by Jiao & Onwuegbuzie (1999) focussed on anxiety in the library among international students. It found that those whose native language is not English faced multiple difficulties in academic libraries, particularly with regard to the use of library equipment (computers, printers, photocopiers etc.) More recent work by Jackson (2005) examines the level of awareness of library services among international students.

Studies specific to Asian students have been conducted by Liu and Winn 'Chinese Graduate Students and the Academic Library: a user study at the University of Windsor' (2009). This article provides a good summary of past research and gives a concise description of challenges faced by Chinese library users. Zhang's 'Communication in Academic Libraries: an East Asian Perspective' (2006) investigated how linguistic barriers affect the students' information seeking behaviour, whilst Lewis' work from 1969 'Library orientation for Asian College Students' offered some early views on the challenges facing libraries in effectively inducting international users to the library.

A consensus was evident in the research that student difficulties in the library are largely due to communication problems, language problems, adjusting to a new educational or library system and general cultural differences (Baron, Strout-Dapaz, 2001); (Badke, 2002); (Liao, Finn and Lu, 2005). It was also noted in earlier research that librarians are often not adequately trained to deal with students of varying cultures and thus encounter difficulties orienting students to use the library effectively (Wayman, 1984, Liestman & Wu, 1990).

The Society of College, National and University Libraries (SCONUL) publication *Library Services for International Students* (2008) provides a comprehensive overview of issues facing international patrons of academic libraries in the UK and offers good recommendations to meeting the challenges involved. It also provides a lengthy reading list.

A study conducted by Hurley, Hegarty & Bolger (2006) focused on the challenges involved in developing and delivering a pilot library skills course to a group of international bridging studies students from China and Pakistan in Waterford Institute of Technology. It found that their main barrier related to communication difficulties. There has been no significant investigation into international students in the context of the Irish academic library. In Ireland it would appear that the public library system is better focused towards facilitating a diverse user base than in academic libraries. This is illustrated in reports recently published by An Chomhairle Leabharlanna (The Library Council) which investigate service provision to culturally diverse patrons, such as *Branching Out: Future Directions* (2008) and *Meeting the challenges of Cultural Diversity* (2007).

Whilst these reports acknowledge the sometimes inconsistent response to meeting the needs of an international user base in public libraries, the fact that they were conducted in the first

place indicates that, at least, an effort is being made to address these issues.

Methodology

Academic Libraries should be information and learning resource centres for all students. Cultural differences, language barriers and communication difficulties, whilst they may be challenging, should not hinder the quality of service a user receives. Non- EU students, particularly given the increased fees they pay, should have a reasonable expectation that the library, as part of the overall learning experience, is making an effort to provide a service suitable to a culturally diverse student population. Using Chinese students as a case study, this research investigates the extent to which this expectation may or may not be valid by examining if they enjoy the same quality of service as indigenous students. Whilst it is not a conclusive investigation, it is a contribution to exploring whether academic libraries are meeting the needs of their culturally diverse user base.

The literature review helped to develop some broad research questions on the Chinese student library experience in Ireland:

- What are Chinese students' habits as users of the library?
- What are the challenges they encounter while using the library?
- How satisfied are they with service and instruction provided to them?

These broad questions were investigated by means of a qualitative questionnaire survey conducted during a focus group session with twenty Chinese students (out of a total of 150) at a large third level institution. (Appendix 1) Ethnic origin was the determining factor in how students were chosen. They were not divided by subject discipline, stage of progression, type of course, age or gender. The focus group included both undergraduate and post-graduate students. (See diagram on following page.) In answering the survey, they were also asked to provide suggestions on how they think the service could be improved.

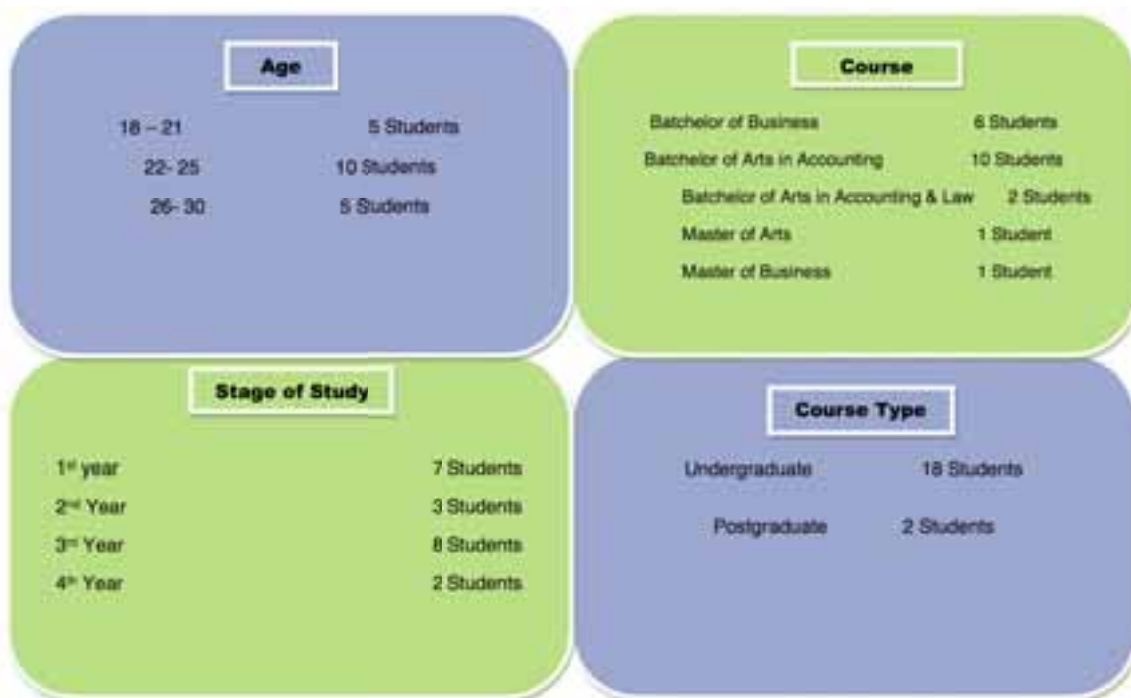
The perspective of the librarians providing the service is also central to a proper understanding of the issues. Therefore, two reader service librarians, each with more than five years experience at the same institution, were invited to participate in an interview investigating the way the library approaches service provision to international students. This was to elicit their views on how to best serve Chinese students as well as gaining an insight into their general experience of working with international students.

Gathered survey data was coded and analysed using the Statistical Package for the Social Sciences (SPSS) whilst the interview data was transcribed and hand coded, thus allowing for themes and patterns within the data to be organised.

Results

A summary of the results is available in Appendix 2. It was found that cultural, linguistic and communication barriers, along with inadequate training, hinder Chinese students'

Breakdown of students who participated in the focus group questionnaire



optimal use of the library. Efforts of the academic library to overcome these issues and meet the needs of a culturally diverse user base are limited by a range of different challenges. These include those that are likely to remain, such as low levels of staffing and resources, as well as those that could be more readily overcome, such as library policies which fail to provide specific guidelines on dealing with a diverse user base and an incomplete understanding of user's behaviour among library staff.

An academic library's main purpose is to serve the teaching and research needs of students and staff (Hoare, 1997). This research has found that a gap exists between the library's basic purpose and what Chinese students actually experience. The survey among Chinese students suggested that, in this particular institute, they tend not to seek assistance when they encounter problems in the library and it highlighted a preference in many cases to work independently. It also found that some experience difficulty expressing their needs effectively in English and often avoid doing so. The majority of students reported difficulty returning satisfactory results when searching for information on the library catalogue and in online databases. Like many undergraduates, the students relied heavily on online search engines such as Google to find information. This might suggest that some lack skills in information retrieval techniques and information literacy.

The majority of those surveyed also reported dissatisfaction with the standard of induction and library training they received. Whilst the helpfulness and approachability of staff was a point of satisfaction, their overall view of the library service itself could be regarded as poor, particularly with regard to resources specific to Chinese needs, for example material in their native language. Given that they are expected to have a reasonable standard of English prior to commencing their studies and that their courses are given through English, perhaps provision of text books in their own language is an unreasonable expecta-

tion. However, provision of multilingual library material such as basic user guides and information on services is surely not unreasonable, especially considering the fees paid by them.

There is no correlation between fees paid and what library services are provided. But given that the library is an integral part of any student's college experience, it is arguable that a dedicated percentage of fees that international students pay should go towards ensuring a library service that meets their needs.

The interview with librarians highlighted particularly the lack of a general library policy, and therefore, the lack of specific guidelines for service provision to international students. Instead this library was guided by the policies of the academic institution overall whilst, perhaps, a specific library strategy should also be in place. Another key finding was that the library, despite a strong desire to meet the needs of all students, is very much bound by limited resources especially in terms of staffing levels. Thus the ability to provide a service 'tailored' towards Chinese students is not possible. This is evident particularly in inducting international students to the library. Whilst they are taken separately to English speaking students, in practice all international students are grouped together for induction. When available, a Chinese translator participates in induction, but this is not always the case. The induction course, whilst covering the basic operations of the library, fails to address information literacy and how to conduct effective information seeking. Further library instruction is arranged by their lecturers as is deemed necessary.

The interview also highlighted the tension between giving an in-depth focussed approach to international users whilst also maintaining general service. Whilst accepting that Chinese students have specific needs, the library treats all users 'equally'; they do not discriminate by giving special treatment to one group over another. An opinion prevailed that in addressing the issues specific to Chinese students, this would lead to having to

provide special services to all students from culturally diverse backgrounds. One of the librarians interviewed noted:

'Can I also say that there might be a problem if you translate it into Chinese and then other student groups would say 'well why haven't you translated it into my language', because we can't discriminate. If you are discriminating against ... I mean we've got Saudi Arabian, Eastern European students, other European students, (Spanish, French). We can't just single out ... So, if we wanted to translate booklets, we have to do it for every group. You are giving special treatment to one group over another and that might be unfair'.

It was felt that the resources are not available to do so, thus all are given the same service regardless of nationality. It is somewhat paradoxical that in 'being fair' to all students, those who may need a little extra help might not get it.

Engaging with both students and librarians highlighted that, to a certain degree, neither group fully understands the other. For example, the interview with librarians suggested the opinion that as part of their culture, Chinese students have a tendency not to approach the desk and ask for help when required. At the same time, the survey with students suggested that some did not completely understand the role of the library in their learning, nor realise that it is the librarian's job to answer the queries of patrons. One of the librarians interviewed commented:

'I've noticed that they are much shyer when they come up to the desk. When they do ask questions, some of the other nationalities are more assertive. For instance I notice that Eastern European students are more likely to come up and ask questions. It may be down to their language skills as well. Some may find it harder to articulate the question or what they want.

It's probably a cultural thing as well because, I suppose there's a respect thing there as well with Chinese students. They're not so likely to approach somebody and I know that the lecturers would say that as well; that they don't ask questions in class as much as the other students'.

Conclusions and recommendations

The findings of this research suggest that many Chinese students are not using the Irish academic library to its full potential. Thus it is arguable that many may not get the full learning experience that they pay for in fees. Academic libraries have taken some steps to meet their needs but a concern exists about the tension between providing a comprehensive service to all students and the increased resources needed to deliver a tailored service to the full range of international students. A significant body of past research exists on library use among international students in English speaking countries (See further reading). Taking this work into account, along with the findings of this particular project, it is possible to offer some recommendations for library policy and practice in the future.

If the academic library experience for Chinese students is to be improved, then change must happen in the way that service is

provided to them. While institutional policies exist, it is felt that libraries must establish formal, written, library-specific policies and guidelines to improve the student experience, based on current research and 'best practice'. They also need to work towards adopting strategic plans which guide the path to meeting these responsibilities within the constraints of tight budgets.

Academic libraries need to acknowledge the cultural traits of Chinese students, and indeed, all international student groups, and how these affect their use of the library. Without undermining diversity of culture, students should be made aware that in Irish society it is perfectly acceptable to ask questions and that it is part of the librarian's job to answer them. Students should also be made aware that questions do not necessarily have to be asked face to face and that reference services may be conducted via phone or email also. In addressing difficulties that students may have communicating, arguably it is beyond the direct responsibility of the library. However, the library may be able to help the situation through the provision of guidebooks which explain the terminology and phraseology of the library in the students' own language if necessary. Co-operation with the International office of the institution and lecturers would also allow the library to be better informed of issues that Chinese students may have in their library use.

Library staff should be educated and trained to best serve international users. While many organisations offer multicultural training, very little of it would be library specific. Perhaps, both LAI and Academic and National Libraries Training Cooperative (ANLTC) have a role in offering CPD courses in this area. Courses are offered by CILIP. The Library Council has also offered similar courses for public library staff.

Library training for students needs to be implemented with more sensitivity to the cultural traits, communicative abilities and learning methods of Chinese students, and indeed other nationalities. Within training, more emphasis needs to be paid to information literacy and information retrieval techniques, bearing in mind that these may be more challenging in many cases for international students. Students should be educated on how to conduct advanced searches on library databases and electronic resources but also encouraged to ask for staff help at any point in their searching. Within information literacy training, students should be shown how to use search engines effectively but also they should be encouraged to look beyond them and towards resources offered by the library and the help that librarians can provide. Training and guidance should ideally take place over an extended period of time rather than in one session at the start of the year. Ideally, student groups should be taken separately according to nationality in order to tailor training for their needs. While academic departments need to work closely with the library to inform on the resources applicable to their courses and to organise further library training for them, the library should be more proactive in the planning process. They also need to inform their Chinese students about the services available through the library and encourage them to take advantage of them.

Implementing improvements for Chinese students in the library could potentially be perceived as unfair by other student

nationalities enrolled at the college. Thus, any efforts to improve their experience should be done in the context of improving service provision to all nationalities enrolled at the college. Co-operation with the International office and student societies are essential to find ways to establish a service that is useful to all and these resources could be better used by libraries. A final recommendation would be that some of the higher fees paid by international students would be earmarked for libraries so that appropriate user education can be provided.

Limitations of this study

This study is by no means a fully comprehensive account of the Chinese student experience in Irish academic libraries. The study was limited to the library of one academic institution, and focussed on the experiences of twenty Chinese students studying there. Thus, it does not represent the situation pertaining to all academic libraries in Ireland. Certain questions in the interviews and survey questionnaires survey relied on the participants' opinions. The situation and experiences for Chinese students attending another Irish Third level institution may be

different and there may be important differences between different disciplines and/or levels of study. Therefore, further research, across multiple academic libraries, is required to gain a full insight into Chinese students' experiences of using them.

The conclusions and recommendations of *Meeting the Challenges of Cultural Diversity* should also be considered. One of its key recommendations (5.2.1) explains that 'library authorities should develop policies to meet the needs of their foreign national users and wider non-user communities. The longer term policy and planning should be incorporated into library development plans.' Although this report deals largely with the public library system, this and many of its other recommendations may be applied to the academic library context.

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Appendix 1

Questionnaire conducted among Chinese Students

1. What course are you undertaking here at the college?
2. What stage of study are you at?
Year 1 Year 2 Year 3 Year 4 Other
3. Are you a full time or a part time student?
4. What age bracket do you fall into? Please choose
18-21 22-25 26-30 Over 30
5. How often do you use the college library? Please Choose:
Never A couple of times per month Once per week
2-3 times per week More than 3 times per week
6. Do you use any other library other than the college library when seeking information – for example, public libraries – if so, what do you use this library for?
7. Which statement best describes how you communicate your information needs to library staff? Please choose what statement suits you most:
 - I never feel challenged and I understand all of the time
 - I feel challenged sometimes, but mostly I understand
 - I feel challenged often and find it difficult to understand
 - I always feel challenged and rarely understand
 - Other: Please give details
8. Does the library provide any of the following in your native language? Please tick all that apply
Books Newspapers/Magazines DVDs/Videos
CDs/Cassettes Exhibitions/Talks
A library policy provided in your own language
Library guides in your own language
None of the above
9. When you search for information using the library databases, have you felt that the quality of information suffers because of challenges with language?
Never Less Often Often Always
10. On average, how often are you satisfied with the results of your search for information? – How often do you find what you are looking for?
Never Less Often Often Always
11. How often do you ask library staff for help when you are looking for information in the library? Please choose what is relevant to you:
 - I never ask for help, I usually find what I need by myself
 - I ask for help sometimes, but only when I really need it.
 - I ask for help a lot of the time
12. Have you ever decided not to ask a question of library staff for any of the following reasons?

- I do not like asking for help
- I find it difficult to communicate with library staff
- They are not very helpful
- Other reasons, please give details

13. Have you ever experienced difficulty with any of the following?

- Use of search tools (Library Catalogue, Databases, Electronic Resources)
- Understanding the rules of the library
- Understanding the advice of a library staff member
- Finding material on the shelves

14. Did you ever receive any training from the library about how to use it properly – e.g. a library tour? Please give details of what aspects it provided training in.

15. How would you evaluate any training you received, if any?

- I did not find it helpful at all
- I found it a little helpful
- I learned a lot from it

16. When you use the internet to find information about your course, do you conduct your search in English or do you usually search in Chinese? Please explain why.

17. How would you evaluate the service provided by the library for Chinese students?

Service	Very good	Good	Adequate	Poor	Very poor
Range of books					
Hours of opening					
Computer facilities					
Guidance/ Training					
Staff helpfulness					
Staff Knowledge					
Staff Friendliness					
Online resources					
How they deal with Information queries from Chinese students					

18. Do you feel that a student from China receives the same quality of information from the library as a student from Ireland? Please tick the statement that is relevant to your views

- Always receives the same standard of information
- Receives the same standard of information sometimes

- Rarely receives the same standard of information
- Never receives the same standard of information

19. Can you describe in your own words how service might be improved for Chinese students – particularly in relation to finding information

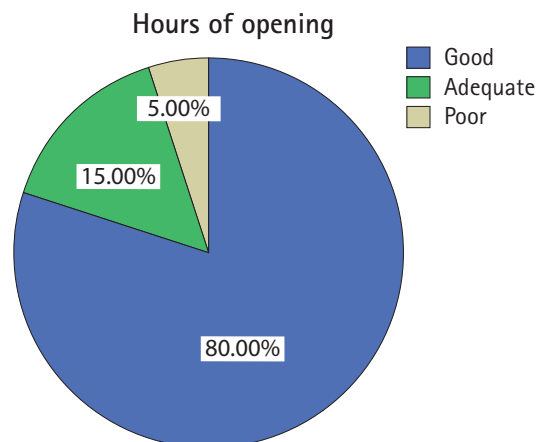
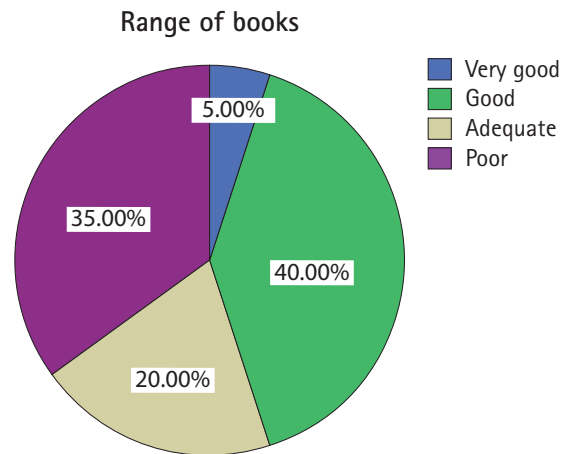
Appendix 2

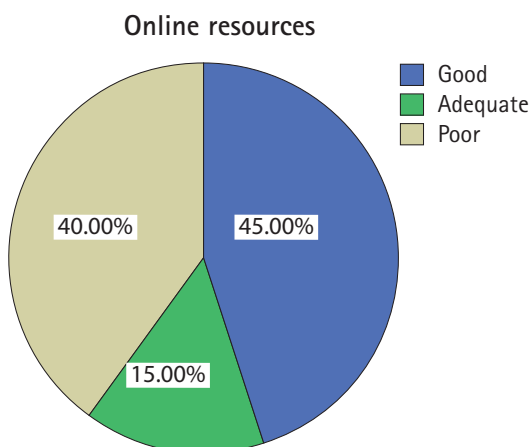
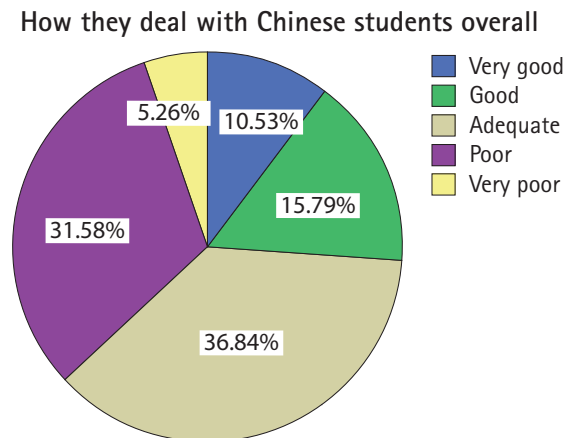
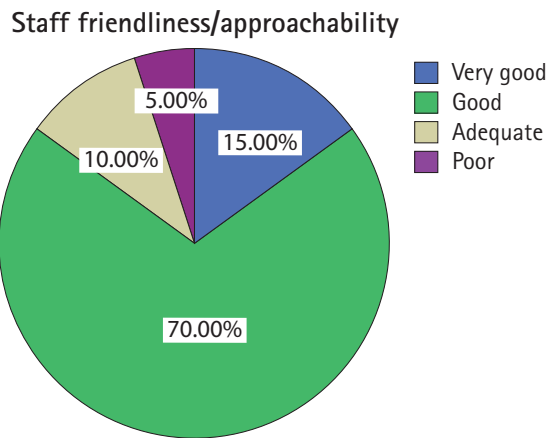
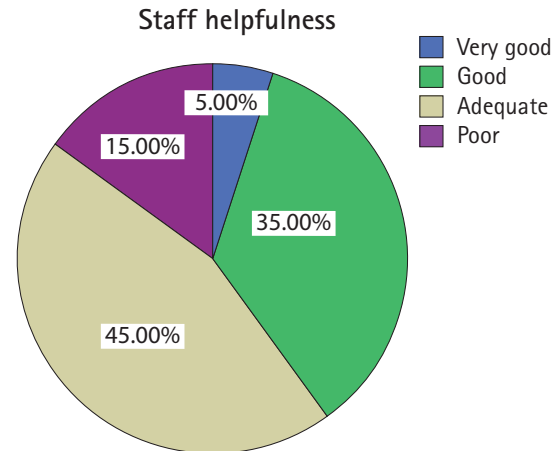
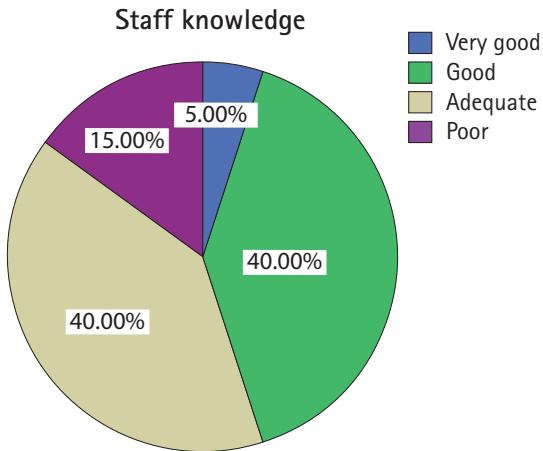
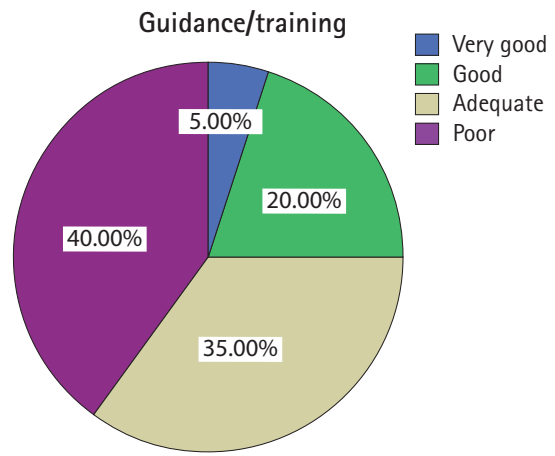
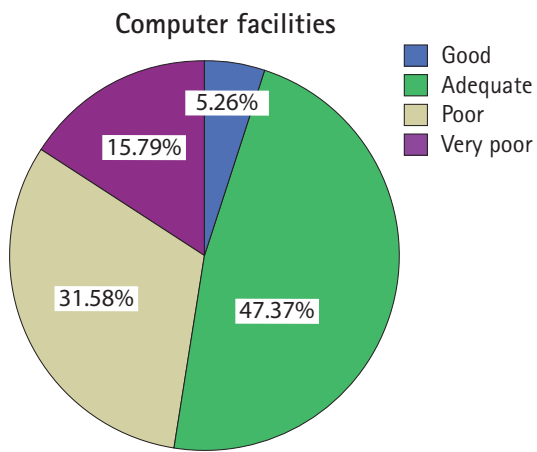
Findings derived from the questionnaire survey conducted among students

Evaluation of library service

The questionnaire surveyed twenty out of the total one hundred and fifty Chinese students who attend the institute and use the library. The table shows the number of students who responded according to the headings.

	Very good	Good	Adequate	Poor	Missing value
Range of Books	1	8	4	7	
Hours of opening	16	-	3	1	
Computer Facilities	1	-	9	9	1
Guidance/ Training	1	4	7	8	
Staff Helpfulness	1	7	9	3	
Staff Knowledge	1	8	8	3	
Staff Friendliness/ Approachability	3	14	2	1	
Online Resources	9	-	3	8	
Overall service to Chinese students	2	3	7	7	1







Introduction

For some ten years a group of librarians has been providing copyright training to other library colleagues. At various times the group has included Caroline Brazier (TCD, now British Library), Joe Donnelly (Judges Library), Mary Doyle (Department of Agriculture), Margaret Flood (TCD) and the present writer. This article provides some background to the current Irish copyright system, explains how the training evolved and outlines some of the copyright issues currently being discussed.



specific benefits, duties and liabilities on our profession. It was the first major revision of intellectual property law in Ireland in almost 40 years. As it implements the principles of EU Directives, the *Act* has many similarities to legislation in the UK; but it also has many differences of a practical nature. This means that it would be dangerous to rely on either UK textbooks or UK practice guides.

As life in the information world becomes increasingly technical it is even more critical for us to understand the rules of copyright. This is not just so that we comply with the law, but also to ensure that our users are able to make the most cost effective use of the resources for which our libraries have already paid. In an age when we have never before been able to access, manipulate and distribute information so easily, we must take care that the very technology enabling that flow does not cause us to infringe.

Background

One of the few laws that specifically names librarians is the *Copyright and Related Rights Act 2000*¹ (the *Act*). It creates

During 1998/99, it was well known that Ireland was about to transpose the Directive and that this would mean radical changes to the existing law, so librarians from several different types of libraries began researching the possible implications for libraries. When I attended a meeting in London with EU Commission officials, hosted by the Library Association (now Chartered Institute of Library and Information Professionals (CILIP)) and the European Bureau of Library and Documentation Associations (EBLIDA), it became clear that an opportunity to tailor legislation to the needs of libraries would arise in drafting the legislation for national implementation of the Directives.

Like many pieces of European legislation (drafted as they are to serve the varied legal frameworks of so many different jurisdictions) the Directive was difficult to read and interpret at first. It

was also hard to find out the possible form the new Irish legislation was to take, but once the Bill was available the real work began. Sharing knowledge comes easily to professional librarians and we soon found that many of us from different library backgrounds were engaged in the same research. When the Bill was circulated for comment the Government Libraries Section of the LAI contributed useful ideas. We also had the benefit of advice from and the experience of, our European colleagues in EBLIDA which proved very helpful. It was an easy step to collaborate, and this allowed us to draw on each other's areas of expertise so the Ad Hoc Group of Librarians on Copyright was formed to present our concerns to the legislature. At this time (October 1999) a delegation of librarians, including the President and some members of the LAI European and International Panel met with the relevant civil servant in the Intellectual Property Unit of the Department of Enterprise, Trade and Employment. It was quite late in the process by the time the Minister had an official meeting with the LAI. Before that, the LAI had sought an Opinion from a barrister.

The Bill was introduced in the Seanad and was passed very swiftly. Several Senators made detailed observations and requested changes. However, the Government stated that they would not consider any amendments to the Bill until it reached the Dáil. The Bill came before the Joint Oireachtas Committee on Enterprise and Employment. The Joint Committee accepted submissions on the Bill and held open hearings which led to many amendments of the original text. The Conference of Heads of Irish Universities (CHIU) and the Ad Hoc Group were among those making submissions, together with artists, the publishing and music industries and others. The submission of the Ad Hoc Group drew on the earlier research of other librarians. It was drafted by Veronica Morrow (then Keeper, Collection Management in Trinity College Library) and myself (then working in the Law Library) and had earlier been sent to the relevant civil servant.

The Committee hearings allowed for communication between Members of the House, the civil servant responsible and those making the submissions. Because of time constraints, in the end I made the Group's oral presentation to the Committee, although Lisa Shields (then recently retired) bravely volunteered to substitute for myself or Veronica if necessary. In making our submission we were looking for workable solutions rather than more rights at the expense of rightsholders. I am pleased to report that many of the proposals we made were incorporated into the legislation. For example, in relation to copying articles from a periodical, the formula is that one may copy as many articles as there are issues of the journal in the volume or 10%, whichever is the greater. This is a very practical solution which gives more flexibility to the users than the rigid one article per issue formula, without disadvantaging the owner of the copyright: the *quantity* per volume is the same but each article does not have to be in a separate issue.

The process of trying to influence the content of legislation was very interesting.

My involvement with the legislative process as one of the Ad Hoc group was both challenging and rewarding. One of the important lessons was the need to propose specific wording for amendments. It is not enough merely to state that a provision should be made more practical or more flexible. A proposed amendment is more likely to succeed if it provides Senators and TDs with a specific wording and a precise and clear explanation as to why the amendment is desirable.

‘In an age when we have never before been able to access, manipulate and distribute information so easily, we must take care that the very technology enabling that flow does not cause us to infringe.’

Once the Act and Statutory Instruments were in force the next logical step was for members of the Ad Hoc group to share our knowledge and provide professional development to our colleagues in the form of a short course on copyright for librarians. As trainers it was particularly beneficial that, rather than merely approaching the legislation cold in order to develop a training course, we had followed the progress of the legislation from the beginning, and some of us had even drafted parts of the provisions relating specifically to libraries. The course, as it has evolved, is aimed at professional librarians and support staff in libraries. Over the years we have delivered training to colleagues in law libraries, government libraries, public libraries, and academic and special libraries. Joe Donnelly has also delivered it to students in UCD's School of Information and Library Studies (SILS).. The course usually takes the form of a half day although we have done full days that also include the database right and licensing. These courses have been approved by LAI for Continuing Professional Development (CPD) certification.

Course Content

The law provides good exemptions for end users so that they may personally make use of materials provided:

- they are for research or private study;
- criticism or review;
- reporting current events;
- quotations and extracts.

It is important to remember that a user may in some circumstances be better served acting for themselves rather than availing of the services of a librarian.

As licensing agencies and schemes (e.g., Irish Copyright Licensing Agency, etc.) are individual contractual arrangements and will vary greatly in different organisations, the course does

1. <http://www.oireachtas.ie/documents/bills28/acts/2000/a2800.pdf>

not cover them in any detail. However, it is worth mentioning that before you enter any licensing arrangement you should be very aware of your institution's copying practices. One cannot always rely on licensing agencies to give you a complete version of your rights and obligations, and one should not rely on any agency's view of one's entitlements.

The sessions only deal with lending and the Public Lending Right in the overview section, as these are specifically covered by the *Copyright and Related Rights (Amendment) Act 2007*² and have their own unique scheme. An article on PLR is available elsewhere in this issue.

In addition to these aspects the course also covers

- copying from the Internet and a brief introduction to the *sui generis* Database Right (a right similar to copyright, but designed to give protection to some databases whether they qualify for copyright or not).
- overview of copyright law in general; the relevant legislation; works protected; copyright holders' rights; exemptions for end users, including fair dealing (research or private study, criticism or review, reporting current events) quotations and extracts; quantitative limits.
- exemptions for libraries (most detailed part of the course)

It must be remembered that these exemptions are only available to those libraries prescribed in S.I. 427 of 2000³. Although details are laid down in the Statutory Instrument, in practice the dividing line is between libraries that are part of an organisation operated for profit (which do NOT benefit from the library exemption) and those that are not operated for profit.

Even for prescribed libraries conditions are laid down in both the *Act* and Statutory Instrument. One of the legislative requirements is obtaining a signed declaration from the user for every copy made under the library exemptions. While this is an obligation on the librarian and prevents proactive copying in the absence of a request, the declaration has the great advantage of covering the librarian in terms of "being satisfied" as to the purpose for which the copy is required.

The course points out the distinction between copies that are made for readers and copies that are made for library collections. Different conditions apply to the two situations. On the subject of copies for library collections, the *Act* does not provide

for multiple copy collections for which a license would be required.

As a profession we take our responsibilities seriously, but if further incentive were necessary the Minister said during the course of discussions that if rights were abused, they would be revisited.

Reference has already been made to the fact that our legislation has many useful provisions that make it more workable for librarians than, for example, the UK legislation. Examples of these are the following:

- for both fair dealing by end users and copying by librarians the research or private study formula is retained (rather than private research or private study);
- the flexible formula for copying journal articles has been outlined above;
- Irish legislation permits the supply of a second copy if the first copy has been lost stolen etc;
- another useful provision is that the *Act* allows the same material to be supplied to up to 3 people engaged in related research (rather than just one);
- a provision that has been admired in other jurisdictions is the provision in S2(10) which renders invalid any contractual term that purports to restrict an exemption under the *Act*.

It would be impossible to adequately reflect the full content of the training sessions in a short article. Indeed, with legislation that is avowedly complicated it could be misleading or even dangerous to attempt to summarise it in bullet points without all of the surrounding explanation.

Current issues

Copyright is an international concern and, indeed, most of the changes to our laws in recent decades have been driven by international trade and have been part of our European obligations. Partly because of this international dynamic there are many possible changes to our laws being considered. Recently the Department of Jobs Enterprise and Innovation sought submissions on an *Amendment to the Copyright and Related Rights Act, 2000* in relation to injunctions against third parties



‘... developments in copyright law will continue to make changes to the way we are able to work. Whether those changes have their origin locally or internationally, it is critically important that as a profession we remain engaged in the process of that change and influence it for the benefit of our users’

(intermediaries). Submissions on the proposed Directive on Orphan Works closed in the last week of September.⁴

The Minister for Jobs, Enterprise and Innovation Richard Bruton T.D has established a Copyright Review Committee to examine the current Copyright legislative framework to identify any areas of the legislation that might be deemed to create barriers to innovation and to make recommendations to resolve any problems identified. The Review Group is currently considering a large number of submissions, among which are submissions made by:

- the LAI⁵;
- the British and Irish Association of Law Librarians (BIALL) Irish Group;
- and the Ad Hoc Group of Concerned Librarians on Copyright.

On the revised schedule the Review Group’s Draft Consultation Paper would be expected at the end of October.

So rest assured, developments in copyright law will continue to make changes to the way we are able to work. Whether those changes have their origin locally or internationally, it is critically important that as a profession we remain engaged in the process of that change and influence it for the benefit of our users and their access to information and our cultural heritage.

It is equally important that as individual professionals we keep up to date with those changes and how they affect our working lives.

Because legislation and its application will undoubtedly continue to be complex, training will remain critical to ensuring that librarians can fully exploit their information resources while abiding by the law. Training will also provide the knowledge to enable them to negotiate effectively with publishers and licensing agencies.

Jennefer Aston, BA (Mod), MSc is a library consultant and owner/manager of LawBooks Ireland. Currently Second Vice-President of the International Association of Law Librarians (IALL), she represents LAI on the Expert Group on Information Law (EGIL) of EBLIDA. She worked in the Law Library for over 30 years and is a former President of the British and Irish Association of Law Librarians (BIALL).

2. <http://www.djei.ie/science/ipr/copyramendactenglish.pdf>

3. <http://www.irishstatutebook.ie/2000/en/si/0427.html>

4. <http://www2.libraryassociation.ie/2011/10/04/eu-proposal-on-certain-permitted-uses-of-orphan-works/>

5. <http://www2.libraryassociation.ie/wp-content/uploads/2011/09/LAI-submission-copyright-review-July-2011.pdf>

Introduction

While attending the 2011 International Association of Music Libraries (IAML) conference, I read with great interest the article by Orla Parkinson in the March 2011 issue of *An Leabharlann: The Irish Library*.¹

Interestingly, she mentions ‘three broad approaches to change from an homogeneous to a diverse society’ (Parkinson 2011) that correspond to the major migrant influxes to The Netherlands after World War II.²

I mentioned them during an introduction to my lecture at the conference in a beautiful and sunny Dublin and I give you these as a potentially interesting supplement to that article.

Assimilation

*An approach whereby immigrants are expected to forgo their culture of origin in favour of the culture of their new nation (NCCRI).*³

Between 1945 and 1965 some 300,000 people left the former Dutch East Indies for The Netherlands. These immigrants did not receive a great deal of attention; they had to adapt to the Dutch society. They did, however, enrich Dutch music with the gamelan⁴, for instance by Ensemble Gending.

Multiculturalism

An approach concerned with recognizing and celebrating different cultures in a society where the value placed on diversity is a hallmark (Du Mont et al.).

During the post-war reconstruction of the 1950s, The Netherlands needed a large labour force. Many labourers were enlisted in southern Europe: first in Spain and Italy, later – in the 1960s – in Turkey and Morocco. These labourers all worked with

temporary contracts; the idea was that they should return to their homeland after a couple of years. They should, therefore, keep their own identity (language, religion, culture). Hasan Oguz Ozgök and his Hasan Band Ozgök is an example of this. Ozgök is the first Dutch musician who combined his Turkish roots with other, Western styles of music.

Integration

The most contested of all the approaches, with views of what the term means varying from approaches that are more akin to assimilation to a more intercultural interpretation

In the 1970s, The Netherlands had to deal with a considerable influx of immigrants from Surinam, a former Dutch colony which gained independence in 1975. A well-known Surinam-Dutch world musician is flautist Ronald Snijders. He combines a gamut of styles: kaseko (Surinam dance music), salsa, jazz, funk and rap.

Finally, there was a new influx in the 1990s: people from the Dutch Antilles. An artist making music with these musical roots is singer Izaline Callister. She combines Afro-Antillean music with jazz and often sings in her mother tongue, Papiamentu.

A continuum from assimilation to integration

This is a two-way process and can be used by librarians to develop beneficial policies and programmes (Parkinson).

An example is Theo Loevendie who is now 80 years old. Until 1968 he was mainly known as a jazz musician, in

Multiculturalism And Integration: Music As A Dialogue

Els van Swol



later life he has become better known as a composer of contemporary classical music, and at an advanced age, in 2003, as the founder of the world music ensemble Ziggurat (now: Ensemble Zerfain). In an interview he described the founding of this ensemble as the sharpest turning point in his life. Although Loevendie does not have the urge to continue with non-western instruments, it does not mean that his ideas have been silenced.

Loevendie once spoke the prophetic words that all will be inevitable that 'music from all cultures will eventually mix.' But in view of current government policy there is a real danger of a monoculture starting to appear in The Netherlands. In a note on Integration the government would appear to have abandoned its previous position on a multicultural society in The Netherlands.⁵ This is a political vision which is at odds with the vistas and enrichment music has to offer. Fortunately, there is a growing opposition to this view.

The starting point is – as I said during the IAML-conference in Amsterdam (6 July 2009): 'what should we do with the collections with a view to the future – towards greater pluralism and tolerance. Age, styles, genres, different backgrounds, low-brow and high-brow art begin a dialogue with each other and with the public.'⁶

As Parkinson said: 'Libraries are vital existing community assets and bring people together (...). Although collections are valuable

to libraries, what is even more valuable is the role of library staff as connectors, bringing recourses and people together' (Parkinson: 17). At a local level, we are doing this in The Netherlands.

Els van Swol, BA is Senior Officer of Music Center the Netherlands (Amsterdam).

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<http://en.muziekencyclopedie.nl/action/entry/Ensemble+Gending>

<http://en.muziekencyclopedie.nl/action/entry/Hasan+Band>

<http://en.muziekencyclopedie.nl/action/entry/Ronald+Snijders>

<http://en.muziekencyclopedie.nl/action/entry/Izaline+Calister>

<http://en.muziekencyclopedie.nl/action/entry/Theo+Loevendie>

Photographs: gamelan players, Indonesia, and traditional Turkish instruments, a saz and drum

1. IAML delegates received a copy of the last issue of this journal.
2. http://www.iaml.info/files/2011/dublin_abstracts.pdf
3. All quotations in italics are from Parkinson, O. (2011) "Do Irish public libraries have a role in engaging the host society in integrating immigrants?" *An Leabharlann: the Irish Library*, 20(1) : 14-18.
4. A general term for instrumental ensembles in Indonesia and Malaysia.

http://www.oxfordmusiconline.com/subscriber/article/grove/music/45141?q=Gamelan&tsearch=quick&tpos=1&t_start=1#firsthit

5. <http://www.rijksoverheid.nl/documenten-en-publicaties/notas/2011/06/16/integratienota.html>
6. Unpublished IAML 2009 conference proceedings.



Above: Siobhan Armstrong playing Irish airs from the 1724 Neal collection, recently published in facsimile by ITMA

Left: Katharine Hogg (Librarian of the Coke Handel Collection in the Foundling Museum, London) and Chris Jackson (Bärenreiter)

International Association of Music Libraries, Archive and Documentation Centres Conference



Dublin, 24 - 29 July 2011

The International Association of Music Libraries, Archives and Documentation Centres (IAML) held its 60th annual international conference this year in Trinity College. This is the first time the conference has been held in Ireland.

This was a large event with over 300 participants from 35 countries. An extensive programme of nearly 100 presentations and papers was generally divided into 3 or 4 parallel sessions daily, while IAML working groups also held meetings open to observers on areas such as access to performance ephemera, copyright, access to archives, and music iconography. Of necessity, this report can only cover a portion of the range of topics considered.

Conference patron Christopher Hogwood presented the opening paper on the emerging critical edition of Geminiani¹ the 18th century virtuoso and composer who lived some years in Ireland and died here in 1762. Remarkably much of Geminiani's music is not available in modern critical editions, with performers hitherto reliant on facsimile editions of the original 18th century prints.

The Irish music library and archives sector has become an area of active development in the last 20 years. Jonathan Grimes outlined a current digitisation project in the Contemporary Music Centre (CMC), which aims to make the Centre's collection of 5500 scores and 3000 recordings by Irish contemporary composers available for online access². Una Hunt introduced the National Archive of Irish Composers (www.naic.ie) which nicely complements the CMC digital archive. The NAIC aims to

make available the relatively unknown wealth of materials by historic Irish composers held in the National Library of Ireland. (and ultimately from other collections). So far it has created a prototype of digitised works freely available for viewing on the internet, and it is intended to roll this out more extensively. Nicholas Carolan spoke on the work of the Irish Traditional Music Archive, which continues to add to its large collection of publicly accessible digitised music and recordings.³

Roy Stanley reported on the progress of the Music PAL scheme, now in its third year. Music PAL has encouraged more intensive use of the music collections of its 33 Irish institutions by offering cooperative access to resources to the public⁴

Maria McHale (DIT, Dublin) summarized the parallel developments in musicology in Ireland over the same period, which has become an area of exponential growth, and 2012 will see the landmark publication of the Encyclopedia of Music in Ireland by the UCD Press.

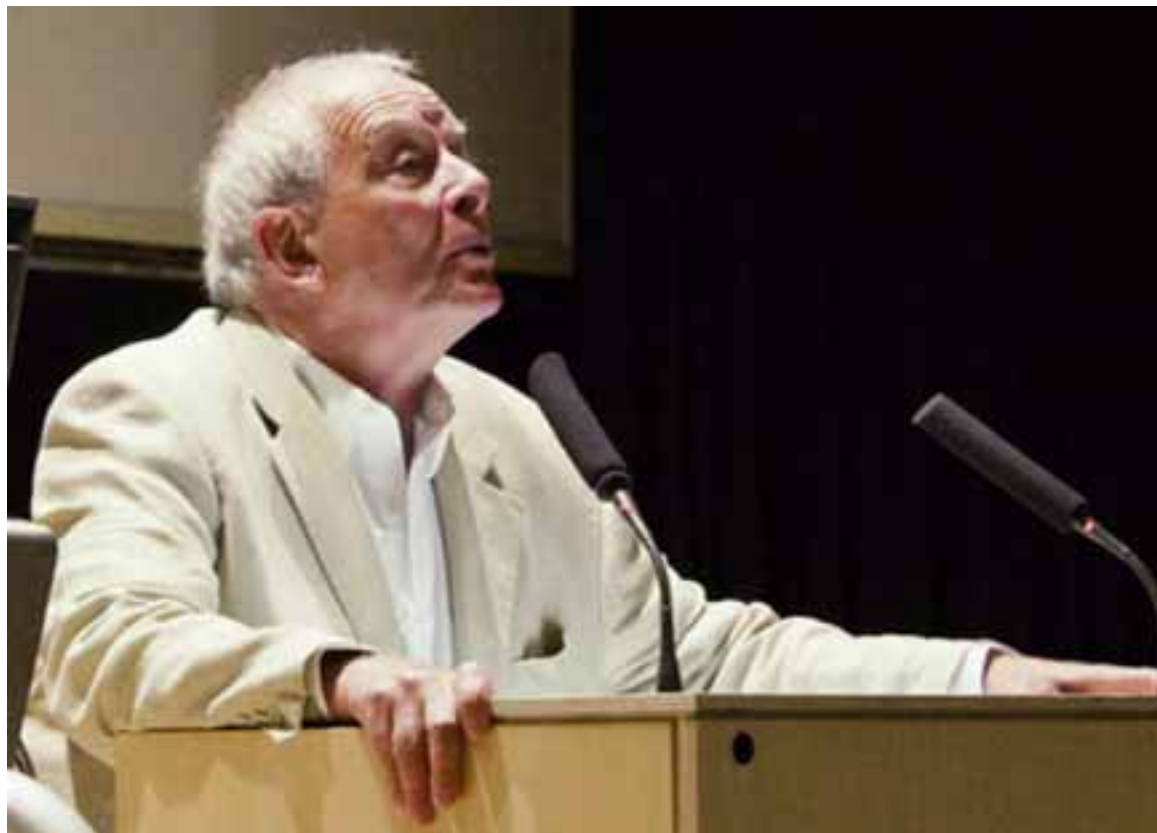
A number of papers focused on next-generation search tools. Traditional library catalogues are increasingly considered inadequate for finding music materials. Laura Snyder (University of Alberta, Ontario) evaluated some of the newer tools such as WorldCat Local and EBSCO Discovery service, but suggested they were not adequately purposed for the needs of music materials, and that their development needs more input from music librarians. Anke Hofmann (Hochschule für Musik und Theater, Leipzig) spoke of the experience of implementing the open source discovery system VuFind which can harvest multiple

1. See website <http://www.francescogeminiani.com/>

2. See website <http://www.cmc.ie/digitalarchive>

3. See website <http://www.itma.ie/digitallibrary/>

4. See website <http://www.library.ie/pal/music-pal/>



Christopher Hogwood at the opening conference session

sources such as library OPACs, JSTOR, and the Naxos Music Library, but could also integrate with novel forms of search, even amenable to, for example, “humming/playing” input for melodies.

Andrew Justice (University of North Texas, Denton) proposed the creation of a IAML-based portal for discovery of worldwide digital music collections. Using the existing IMSLP or Petrucci Music Library wiki⁵ site as a template, he suggested that if all IAML members contributed even a small collection of their digitised materials, the combined resources would easily surpass in size the 100,000 scores held in the IMSLP library, with the added advantage of guaranteeing higher standards of digitisation.

A session was dedicated to new cataloguing standards for music including RDA (Resources Description and Access), the development of the International Standard Name Identifier (ISNI), and the development of a controlled vocabulary thesaurus for music that would supplement and improve LCSH subject headings.

It is hard to summarize the diverse range of subjects presented elsewhere in the conference. To give a flavour, some other papers dealt with: potential FOI and data-protection conflicts when handling composers' personal archives; the hypothetical

composition of Dublin musical audiences in the early 18th century; a successful disaster-recovery operation on manuscripts held in the library of the Benedictine Abbey of Sarne, Switzerland; and Joyce, Wilde and Yeats and their influences on popular music.

Trinity College proved to be an excellent conference venue, and the whole event was extremely well-organised. Frequent coffee breaks offered ample networking opportunities, as did a well-conceived programme of social and cultural events, which included concerts of both traditional and classical music in the Trinity Exam Hall.

A description of the conference programme, together with abstracts of the papers is available online at www.iaml-dublin2011.info. A selection of papers from IAML conferences is usually published in the association's journal *Fontes Artis Musicae*.

The next IAML international conference will be held in Montréal, 22 – 27 July 2012.

Philip Shields is Librarian, Royal Irish Academy of Music, Dublin.

5. See <http://imslp.org>. This user-contributed library of digital public-domain scores is the largest collection of its kind on the web.



Library Services - so what?

**Survival Skills, Sustainability
& Visibility**

**Academic and Special Libraries
Section Annual Seminar, 2011**

Keynote speaker Lesley Robinson's (Lesley Robinson Consultancy Services), talk entitled "Making your Mark" encouraged Librarians to think about information and libraries and not to be scared to be controversial. She believed that organisations need to organise around tasks rather than a business structure and look at how they can respond best. "It is essential that the Library and the Librarian show users how they fit into their needs with our strengths and what we can add. Or else why should they bother with the Library?" The Librarian's new roles include: *Collaborator, Expert Online searcher, Facilitator, Service Provider, Information Gatherer and Problem Solver*. With these new roles the Librarian displays a set of vital skills which allow for flexibility, innovation and change. The day was well attended with over 80 members from various sections of the Library Association of Ireland.

Catherine Watters presented her case study on PricewaterhouseCoopers (PwC) entitled "Staying Relevant". The challenges faced by the Information and Research Centre were discussed. She stressed the challenge in promoting their relevance to the business, and ensuring that the "right stuff gets to the right people". In 2009 the US financial crisis resulted in a worldwide reorganisation of PwC and the purpose of the information service was questioned. The service survived because it was, and continues to be, relevant. How does the Centre remain relevant? "More of the same, but for less money, and with more visibility." Outreach is key: there is now a need for a different kind of information. By applying new strategies the Information and Research Centre has proven it remains central to the business at PwC.

Monica Crump focused on NUIG and their move "to going e" within the Library. Currently all processes are under review in

terms of the University and Library strategy and new work flows are being developed. To do this they are using technology to try and supplement their current processes. The move to e-only was a way of coping with staff reductions. There was a need to release staff from the time allocated to print check in and free them for the e-resource service. She described the move as requiring a “major cultural shift”. Training and up-skilling for staff continues. The staff team was renamed and a new line management structure was created. The result is that staff feel their work is more appreciated, and it is time saving for all Library staff.

The second keynote speaker was Phil Bradley (President-Elect CILIP and Internet Consultant). His presentation was a whirlwind of suggestions on how web 2.0 can help you deal with your “stuff”. Phil said that you must view social media as both a consumer and a creator. Looking for and finding information is no longer the same function and we need a broader range of resources to allow us to do it. People and Libraries must view themselves via Google. You must “go where the conversations are!” The user’s view is “If I want traditional I will go to a website, but if I want anything else I will go elsewhere for example, photos in flickr, fan books in facebook, instant chat in twitter”. So where are we going? The speaker admitted that he had no idea, we are in ‘a transition phase’ and we are constantly changing. He concluded by wondering, “If the word ‘Social’ blocked peoples’ use of social media?” It comes with a lot of baggage and preconceptions. We need to use it and show its benefits – otherwise it is easy to say no.

The challenges facing the Hospital Librarian were provided by Jane Farrelly (Kerry General Hospital) who noted that Hospital Libraries are in a precarious position. If they do not raise their profile they will die. In the HSE the 3 Rs are Recession, Reconfiguration and Redeployment. The Library is not seen as a front line service or core to saving lives and, therefore, it is hard to see how the Library helps. Repeatedly Jane has requested that the Library become a front line service, and that the Library staff would be more proactive and leave the physical space that is the Library. However, with a recent redeployment of a staff member there is no one to “mind the shop.” She asks “is the Library becoming a coffin we can’t escape?” A positive move in the future is that HSE South is being reconfigured and a new space for the Library being developed within the hospital. There will be a change in opening hours due to staff losses but this may not be negative. The potential is there to think outside the box in a new location – and to manage expectations.

Niamh Walker-Hayden (IT, Tallaght) spoke on the evolution of the library. Under pressure due to lack of space, while also facing a continuing challenge from reductions in staff, the library responded in the following ways:

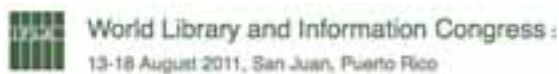
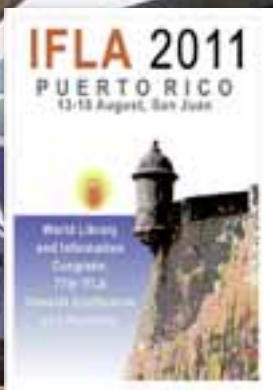
- (1) Installation of self service for borrowing and returns;
- (2) Increased borrowing entitlements and doubling the borrowing period;
- (3) Staff time on the desk was reduced by 50%, freeing them for newly reassigned duties;
- (4) The web team was reduced by 50% – 3 online tutorials were developed to supplement training;
- (5) The ILL service workflow was changed and
- (6) federated search tool was introduced.

Their move to the Library’s new mobile catalogue was also discussed. Staff realised that most Library users have a hand-held device and wanted to take advantage of this. They used ‘Boopsie’ which allows users to download an app that then gives a demo of your site. It takes advantage of mobile friendly databases like EBSCO and PubMed. It also allows a reader to manipulate what they see. The new mobile catalogue was a great marketing event and the Library was highlighted in *Irish Library News*, Bowker.com website and the local *Echo* newspaper.

Áine Carey (University College Dublin) closed the session with a synopsis of the day’s themes: We should re-imagine everything we do in terms of a process or activity and work from that point. As Librarians, it is less important to have a controlled and perfect service which is limited; it is more important to be able to start and stop a thing and to be proactive and do something, rather than to be static and unengaged. Collaboration, both internally and externally, is key. By reaching across institutions, organisations and communities, even with previously perceived competitors, we will reach further and increase our visibility and relevance. The current climate offers Librarians the opportunity to be and to do something different, and we should grasp it!

Jessica Eustace-Cook is Research Support Librarian, Trinity College Library Dublin.

IFLA goes to the Caribbean



Puerto Rico is a land of palm-fringed beaches, parrot-inhabited rainforests and the World Heritage Site of San Juan Old Town – and also, rather surprisingly, from the 13th-18th August 2011 the venue for 77th IFLA World Library & Information Congress.

The theme of the conference was *Libraries beyond Libraries, Integration, Innovation and Information for All* and there was a full and varied programme which addressed the many facets of this theme. Just over 2000 delegates attended the conference which is slightly fewer than in previous years but considering the location and the difficult economic times was still a respectable level of attendance. IFLA works on the basis of simultaneous papers and programmes and these are arranged according to five different sub-themes called congress tracks. This year these were:

- Open access and digital resources;
- Policy, strategy and advocacy;
- Users driving access and services;
- Tools and techniques
- Ideas, innovations and anticipating the new.

In addition, there was a keynote speech by Dr. Fernando Picó who is an acclaimed expert in the history of Puerto Rico, and four addresses by plenary speakers.

As chair of the Library Buildings & Equipment Section, my experience of the conference was very much coloured by responsibilities in that area. Office bearers have numerous meetings to attend, sessions to chair and duties to carry out. However, I did manage to attend the Art Libraries session on multi-lingualism in the arts which included an interesting paper on the challenges presented by working across many different languages as well as a fascinating presentation on

an image-based retrieval system relating to heraldry from the Max-Planck Institute in Florence. Other notable sessions attended included one on sustainable innovation and green information, and a number of others addressing future trends, professional development and emerging technologies. Most relevant to me, of course, were the Library Buildings and the Academic and Research Libraries sessions. The Library Buildings session looked at sustainability issues in the design of libraries. It opened with a global overview followed by a paper looking at recycling old buildings into new libraries, a detailed case-study of energy saving in Zheng Zhou Library in China and finally a detailed study of a redevelopment project in Australia. All papers included images of inspiring buildings suitable for 21st century library services whilst also being environmentally responsible.

The Academic Libraries session focused on innovative policies, services and tools and covered topics such as the universal library, mobile applications, effective marketing, ever-present change and the leadership and management challenges that accompany this. This Section inaugurated a hot topic session a few years ago. This has proved to be a highly successful format with a few speakers giving short, snappy talks, the aim of which is to stimulate debate and discussion. This year the topics covered managing the new generation of library staff (who apparently in most of Europe are increasingly concerned with work-life balance), the mobile internet, ubiquitous access to digital content and the impact of bad publicity. The audience was divided into discussion groups and the noise level reflected the heated debate that followed.

In addition to the formal papers two poster sessions were held. This year the standard of posters (some 165) was very high. The ones that caught my eye covered developing library leaders for the future, planning programmes for IFLA, integration, making room for innovation in a university library, Apple Stores inspiring library space design, the role of subject librarians in the

future, and green library design but there was something for everyone here.

In between papers delegates can visit the extensive exhibition area where all the major library vendors and numerous associations and organisations have stands. This is always a good opportunity to see what future developments are on the way and to catch up with old contacts and establish new ones.

The IFLA programme is extensive and it is usually a very hectic week but in addition to the formal content there are also numerous library visits laid on and a number of social and cultural activities. In San Juan these had a very Spanish flavour with much salsa dancing, tapas and the re-creation of the traditional fiesta ambience.

Every year I make a point of attending the Bill & Melinda Gates Foundation Access to Learning Award session. This is always an inspiring experience and makes you feel proud to be a member of a profession that believes in the importance of access to knowledge for all as a force for positive change. The award this year went to The Arid Lands Information Network (ALIN) in Kenya. Although there can only be one winner there are numerous projects that focus on improving peoples' lives through access to technology which make us realise how lucky we are despite having to struggle with budget cuts.

The IFLA conference requires significant commitment in terms of cost and time but it is a rewarding experience once you have learned how to manage your time and work the system. The work carried out by core committees such as FAIFE (Committee on Freedom of Access to Information and Freedom of Expression) does genuinely make a real difference and seeks to redress the inequities between the digital and the non-digital world.

Karen Latimer is Medical and Healthcare Librarian at Queen's University Belfast

Managing Information Services: A sustainable approach

Jo Bryson. Farnham, Surrey: Ashgate Publishing. 2011.
ISBN 978-1-4094-0696-9. 421pp. Pbk. £30stg.



This is the third edition of this work and in each edition the subtitle has changed – from an integrated approach to a transformational approach and now a sustainable approach. I am not familiar with the earlier editions, but I find this change of titles interesting in itself. To me, it indicates the progression of Information Services from stand alone entities on the fringes of an organisation to a vital part of its structure. This is a place any Information Service Manager will aspire to be and any work which helps them along this road is to be welcomed.

The book is divided into five parts, each dealing with what the author describes as the five critical success factors – understanding the changing environment; strategy and planning; leadership and innovation; governance and social responsibility and finally customer and market focus.

Each part looks at the relevant theories and how they apply to Information Services. The first sets the scene by emphasising the need to know the environment in which the Information Service operates, while subsequent parts follow with the importance of planning, leadership and customer focus to build a relevant and lasting service. The focus on the relationship of the Information Service to the parent organisation and to other service providers within the organisation is an interesting aspect of the work, providing insight to Information Service Managers on aspects of their environment which can often be difficult to navigate.

The work is comprehensive and the structure of the parts and chapters logical and comprehensive. Within the chapters, it can be difficult to distinguish between sections and subsections and this did detract from the flow of the ideas at times. I also found the writing style to be very academic and the sentence structures overly complex in many places. As a practitioner, I would have preferred a more practical, straightforward approach.

The preface indicates that the book has a dual role – to act as a handbook as well as a textbook. I would say it works better as a textbook than a handbook for the reasons outlined above. But, it is a welcome addition to either bookshelf and one to which I will return.

*Catherine Watters, Senior Information Manager,
PricewaterhouseCoopers*

Directory of Irish Archives

Helferty, Seamus and Refaüssé, Raymond (Eds). Fifth edition.
Dublin: Four Courts Press, 2011. 978-1-84682-246-9. 240pp.
Hbk € 50, Pbk € 24.95

Eight years after the last edition, 2011 sees the publication of this essential tool for researchers. In the world of electronic resources in which we now live the question might well be posed whether this publication is still of relevance. After all, cannot we find all of this information on the Internet now?

Helferty and Refaüssé would, I think, be the first to agree that the scope of web-based information on archival collections has expanded significantly since their previous edition in 2003. Nevertheless, this is a publication that should be used in conjunction with the Web rather than replaced by it.

There are close to 270 entries in the Directory, representing a huge variety of institutions from dedicated archival repositories such as the National Archives, through a whole raft of archives covering most spectrums of human endeavour in Ireland. These include art, education, labour and industry, medicine, religion and sport.

Each entry is presented in a clear format, providing electronic and mailing addresses, access details and a description of the archives held. For larger institutions and organisations, the description has been further arranged according to archival principles and covering headings such as political, business, landed estates and literary collections. A detailed alphabetical index is provided at the back of the volume. This is especially useful for researchers commencing work as, for example, the entry under “parish records” provides the directory numbers within the volume for all archives who have indicated the existence of such material within their collections.

The index is, however, a little unwieldy at this stage and the possibility of creating a separate alphabetical index to the institutions would be worth considering. In addition, there are two useful appendices, one containing details of organisations or archives for which responsibility has been assumed by another body and the second giving details of professional bodies and institutions concerned with archival curatorship and education in Ireland.



In their introduction, the editors provide a short but useful critique of the issues currently of concern to those in curatorial roles in these institutions. The masterly summary of the government’s proposal to amalgamate the National Archives and Irish Manuscripts Commission with the National Library – “even by the standards of profound ignorance that have characterised Irish government thinking since independence, this proposal plumbs new depths of ineptitude” – should alone give pause for thought!

This is an enormously useful volume, not only to researchers, archivists and librarians, but especially to those who might be contemplating entering the profession. It succeeds, yet again, in

‘ This is an enormously useful volume, not only to researchers, archivists and librarians, but especially to those who might be contemplating entering the profession.’

conveying the breadth of material cared for in these repositories, and sadly, perhaps, also highlighting the disjointed and incomplete nature of many collections, evidence that such material was not always valued as it should.

Marie Boran, Special Collections Librarian, James Hardiman Library, NUI Galway

NUI Maynooth Library hosts seminar on publishing

The Librarian as Academic Writer: A Seminar on Getting Published was hosted by NUI Maynooth Library on the 24th February. The seminar, part of the ANLTC suite of courses, was open to staff from all libraries, and 24 library staff from higher education, health science and public libraries attended.

The seminar included a poster exhibition with Emerald Publishing Group sponsoring an award for best poster. Alan Carbery and Nora Hegarty of Waterford Institute of Technology Library submitted the winning poster Learning by Doing: Redesigning the First Year Information Literacy Programme.



Sylvia Huntley-Moore, Director of Staff Education and Development in the School of Nursing and Midwifery, Trinity College Dublin and Elizabeth Scott, Publisher with Emerald Group Publishing present Alan Carbery with award for best poster.

Sylvia Huntley-Moore, Director of Staff Education and Development in the School of Nursing and Midwifery, Trinity College Dublin and Elizabeth Scott, Publisher with Emerald Group Publishing present Alan Carbery with award for best poster.

Seachtain na Gaeilge

Bhí Seachtain na Gaeilge á cheiliúradh ag an leabharlann in Ollscoil na hÉireann Má Nuad le taispeántas oibreacha seamh-nacha d’fhoclóirí agus de staraí cáiliúil na hÉireann, Pádraig Ó Duinnín, ón gcúigiú go dtí an seachtú lá déag de mhí an Mhárta i mbliana. Bhí ábhair go raibh páirt lárnaigh acu i bhforbairt agus in oideachas na Gaeilge tríd an chéad seo caite san áireamh sa taispeántas seo, dar teideal, “Pádraig Ó Duinnín (1860-1934) Scoláire agus Foclóirí”. Thuill Ó Duinnín an teideal “fear an fhoclóra” i gcuid mhór mar gheall ar nádúr sheamhnaigh a



Barbara McCormack, Dr. Tadhg Ó’Dúshláine and Susan Durack view the exhibition



**Pádraig Ó Duinnín
exhibition**

fhoclóir Gaeilge-Bearla (Foclóire Gaedhilge agus Béarla) a foilsíodh don chéad uair sa bhliain 1904. Ba iad na mórshaothair a bhí clúdaithe sa taispeántas seo ná na heagraí den Fhoclóire Gaedhilge agus Béarla ó 1904 agus 1927 chomh maith leis an leagan cruinn a bhí foilsithe i gcóir úsáid na scoileanna i 1922. Bhí úrscéal Uí Dhuinnín “Cormac Ua Conaill” (1905) agus “Filidhe Móra Chiarraige” (1929) le feiceáil chomh maith.

Collaborative Storage Facility

During the summer, the libraries of University College Dublin and Trinity College Dublin, together with the National Library of Ireland, announced plans to jointly develop a shared facility to provide storage for their collections and to ensure the longer term research needs of Irish research libraries.

All these libraries have urgent storage needs and they have been successful in acquiring financial support from the Andrew W. Mellon Foundation. An award of US \$50,000 has been made to UCD to support the joint effort. Further details are at: <http://www.ucd.ie/news/2011/08AUG11/220811-University-Libraries-and-the-National-Library-Ireland-Join-Forces-in-New-Collaborative-Storage-Facility-in-Bid-to-Conserve-Irelands-Library-Collections.html>

Public Libraries - Ireland

Some 16.1 million people visit Irish public libraries each year. To find more spectacular figures, check the new promotional video available on the Library Council website: <http://www.librarycouncil.ie/16-1-million-visits-%e2%80%93-promoting-public-libraries/>

Trinity College Library Dublin

Queen Elizabeth II and Prince Philip visited Trinity College Library Dublin during their very successful visit to Ireland in May. The Queen saw the Book of Kells in the Long Room and other important items. The Royal visitors were also able to see the exhibition *The Best Doctors in the world: Doctor Diet, Doctor Quiet and Doctor Merryman* (Jonathan Swift). This exhibition celebrated 300 years of TCD Medical School. Details of the visit are available at: <http://www.tcd.ie/Communications/news/pressreleases/pressRelease.php?headerID=1828&pressReleaseArchive=2011>

Trinity College Dublin is one of four projects which will receive funding from Fáilte Ireland's Tourism Capital Investment Programme. TCD will receive €2.7 m for the development of an enhanced setting for the Book of Kells exhibition. TCD Librarian Robin Adams notes that the generous grant will enable the College to provide enhanced access and an improved visitor experience to the Book of Kells and other library treasures.

Details of the tourism projects are at: <http://www.dttas.ie/pressRelease.aspx?Id=375>

People

Best wishes to Alun Bevan (An Chomhairle Leabharlanna) who retired recently. Best wishes also to Elga Logue (CILIP Ireland) who has taken voluntary redundancy.

Congratulations to:

- Eva Hornung (CDVEC) and Chair, Academic and Special Libraries Section recently received her PhD from the University of Sheffield
- Micheal O'hAodh (UL) and a member of the Editorial Board of this journal whose book was recently published by Manchester University Press
- Jane Burns, Business Manager, *An Leabharlann: the Irish Library* who won the Powers Gold Label Short Story Competition.

Continuing Professional Development CPD- LAI

- Public Libraries' Section Conference: <http://www2.libraryassociation.ie/sections-and-groups/public-libraries-section/books-are-for-life-annual-conference-2011/>
- Cataloguing and Metadata Group Lecture and AGM <http://www2.libraryassociation.ie/2011/10/04/cataloguing-and-metadata-group-rda-lecture-agm/>
- Academic and Special Libraries Annual Seminar <http://www.libraryassociation.ie/sections-and-groups/academic-and-special-libraries-section/upcoming-events-2010/>

CPD-CILIP IRELAND

- Details are available at: <http://www.cilip.org.uk/get-involved/regional-branches/ireland/Pages/default.aspx>

International News

During the summer EBLIDA moved offices within The Hague. It is now in the National Library of The Netherlands near IFLA headquarters.

The new President-Elect of IFLA is Sinnika Sipla of Finland. The Library Association of Ireland was one of her nominators.

Joanna Yeomans (former Director at EBLIDA) is now Professional Support Officer at IFLA.

Copyright News

Details of recent submissions made by the Library Association of Ireland to different consultations are available on the LAI website:

- *Orphan Works*: <http://www2.libraryassociation.ie/wp-content/uploads/2011/10/Orphan-works-submission-for-Web.pdf>
- *Copyright Review*: <http://www2.libraryassociation.ie/wp-content/uploads/2011/09/LAI-submission-copyright-review-July-2011.pdf>



We've delivered "baby's" all over the world and some of the hardest working are in Ireland!

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To find out how 2CQR and RFID/EM can support your library's development, talk to Brendan Dempsey on +353 (0) 249 1037 or BrendanD@2cqr.com

"...all machines are performing very well – and believe me they have seen a huge amount of use in the past couple of days... We have had many expressions of praise of how well they look and easy they are to use. Staff have certainly commented on the usefulness of the extra images and flashing text on the screens. No negatives and everyone likes their high profile position!"

Mary Dundon, University of Limerick



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