



# *eLucidate*

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## Web 2.0

**Phil Bradley**

### Word Clouds and Word Cloud Software

*This month's column looks at word clouds: software that reveal frequently used terms from a page or site – and some surprising applications for word clouds.*

#### Introduction

When I run courses about Web 2.0 technology one of the resources that always proves very popular are word cloud packages, so I thought that I'd share some ideas with you, together with some packages to try out, and of course – things to do with them! I mentioned Tagxedo last time around which people liked, so I thought I'd develop the theme.

If you're unfamiliar with the idea of a word cloud it's actually quite straightforward. Whichever resource you use will want to have some text – either a website URL, a blog address or just some text that you post into a dialogue box. The application then runs through the data, basically adding up the number of times that words have been used. It then uses this knowledge when producing the word cloud by ensuring that the more times a word is repeated, the larger the word appears in the cloud. Stop words such as 'the' are of course excluded. You can then decide on the layout, colours used, font and so on, and keep exploring until you're happy with the end result, which you can then save.

Before looking at the applications you can try, let's start with a look at what you can do with word clouds.

#### Word clouds – practical uses

What are you really saying? I was listening to a particular politician give a speech during the last election and he was a good orator – gave the speech well, sounded encouraging and upbeat and left people cheering. I got a copy of his speech from the BBC and ran it through a word cloud generator, and the words that leapt off the screen were things such as 'cannot', 'failure', 'disappointment' and so on. Now, it could be argued that he was actually saying things like 'we cannot have failure, or provide the country with a disappointment' (context is

after all everything), but on the other hand, negative words do have a subliminal importance and value. Word cloud generators (from here on in I'm referring to them as "Generators" for ease of typing and reading) do give you an opportunity to look at what you're saying in a rather different way. If you have a CV ready to hand, run it through a Generator; what are you actually saying? Take speeches from US presidential state of the union addresses at different time periods – what key words come out, and how do they reflect the times?

- Identifying works. Within an educational environment you can have a lot of fun with Generators. Grab the text from a play, or the first chapter of a book, or even visit Wikipedia and take the titles of a well-known author and turn the content into a word cloud. Can you identify the book, play or novelist? I created one of these for the works of Agatha Christie and 'murder', 'dead' and 'death' were the words that leapt off the screen at me, unsurprisingly.
- Make posters. Once you've got one of these word clouds, turn it into a poster, which is going to look much more fun and interesting than straightforward pictures. Alternatively, get really jazzy and print them onto T-shirts; I did this for a friend of mine who really likes the works of Jane Austen, and the resulting item of clothing was a real hit on the schools next 'dress down Friday'. Instead of the usual Christmas or birthday cards you could create an interesting and personalised card by using appropriate words or phrases that relate to your mother, sibling or friend, perhaps.
- Feedback. This is something I've seen quite often – take the evaluation forms for a course or conference and turn it into a cloud to see what people really thought about the event. If you send delegates a 'what do you want to get out of the course' questionnaire you could do the same thing and produce an interesting 'before and after' word cloud.
- Make a report more interesting. Use the text from a company annual report, a syllabus, a piece of legislation or any other 'dry' material and jazz it up.
- Run student essays through a generator, anonymise them, display them and discuss which words are common across them, and which are not.
- Pro- and Anti-clouds. Take an event, find two people who have written about it from different angles and compare the clouds. Which words or concepts are common to both approaches, and what are the differences?
- Run a poll and take the answers and create a word cloud of out them. It could be something as simple as 'what is your favourite colour?' to 'what ethics should information professionals hold dear?'

Some generators allow you to choose specific shapes for a word cloud. I did a really interesting session with some school librarians where we took the Wikipedia text of the Elizabeth I entry and turned it into a key shape. We were then able to discuss how 'marriage' as a concept works in conjunction with keys and locks. We then did the same thing again, only this time by turning the word cloud into the shape of a heart.

If you're trying to decide what to do first, put off the dreaded moment for a bit longer by writing down all your tasks, run the text through a Generator and see what comes out. Or do the same thing, but this time do it for a syllabus or curriculum.

Highlight your own blog or website. Create a word cloud based on your news feed and use it as an image header perhaps. Or fade the words out and use them as the background to a business card or invitation.

### Word cloud generators

Tag Cloud at <http://www.tagcrowd.com/> is a free alternative that can be used without any kind of registration. It's simple to use, though more limited than Wordle (see below), since users can't fine control the output. However, results can be saved, embedded onto blogs and websites or kept as a PDF. This is fine, but not that exciting. Users can't control the colours or positioning, but they can choose the maximum number of words to use, include a stop word list, and can group similar words together.

Wordsift is at <http://wordsift.com/>. It does give you more options than a simple word cloud. Words can be dragged around the screen, for example, so if you don't like the way in which something is displayed you can always change it. Sorting is also possible – common to rare, rare to common, A-Z, Z-A. The tag cloud words can also be marked up, either custom, or according to categories such as language, science, maths or social studies. This simply pops the words into a different colour, but it's a very useful training aid in the classroom.

WordSift does more than this, however: there is much more detail available to users. Under the word cloud there are images appropriate to the words in the cloud, and these can be clicked and dragged into a sandbox on the same page. Users can also search for a particular word in the Visual Thesaurus that's on the site, in order to see the relationships between different terms.

If you're a teacher, WordSift is a tremendous resource, and there's no registration required. It's also worth saying that it's been produced by Stanford University as well, so it has a good pedigree. The main disadvantage that I can see is that it's not easy to save the word cloud unless you use a 3rd party application. That's disappointing.

ABCya! at [http://www.abcya.com/word\\_clouds.htm](http://www.abcya.com/word_clouds.htm) is fun. The cloud can be randomised, the fonts changed, the colours altered, the layout can also be changed. No registration required and it's free.

Tagul at <http://tagul.com/> is a similar resource, but with significant differences. Mouseover words and they will flick into horizontal and will be zoomed, so it's quite exciting visually. Clicking on the term you've chosen will then lead to a Google search for it, but it's possible to link to other sites or pages instead. In order to use the service registration is required and you're limited to ten clouds. Words can be pasted in to be used, or users can provide a URL

instead. Users can choose the shape of the cloud, font, or angles of words. Clouds can be embedded, but the resource does require some work and thought to get the most out of it. If you're a teacher you'd be best advised to prepare the cloud prior to a lesson, unlike other resources that will just pull up a cloud for you.

WordItOut at <http://worditout.com/> is another resource that you can just use directly, without registration. Words can be pasted, or you can provide a URL to the application. Colours can be changed, as can font, size, number of colours, but layout doesn't appear as an option.

ImageChef Word Mosaic at [http://www.imagechef.com/ic/word\\_mosaic/](http://www.imagechef.com/ic/word_mosaic/) allows you to create a cloud in a specific shape – a heart, exclamation mark, envelope, skull and so on. It's quite a 'pop' type site, with options for changing shapes, colours and fonts. Very easy to save, share on Twitter, email and so on. If you're working with children this is certainly worth exploring.

TagCloud builder at <http://tagcloud.oclc.org/tagcloud/TagCloudDemo> is a project of OCLC Research. Another fairly basic resource, it arranges words alphabetically, so it's not very exciting visually. You can however change colours, group like words and save the results.

If you're aware of any word cloud generators, the one you'll be most familiar with is Wordle at <http://www.wordle.net> as it was probably the first of the generators (though I could be wrong!). It's simple, easy to use and very friendly.

However, my favourite is Tagxedo at <http://www.tagxedo.com> which you'll recall I mentioned in the last column, so I won't repeat myself. I did however use it to create a very simple cloud (see figure 1 below), which you can view at <http://www.flickr.com/photos/39329798@N00/4982196103/> or visit the Tagxedo pool itself at <http://www.flickr.com/groups/tagxedo/pool/with/4982196103/> and if you create any yourself using Tagxedo do please think of adding them!



## Online

### Joy Cadwallader, Aberystwyth University (Aberystwyth Online User Group)

Please send your submissions for the next edition to [jrc@aber.ac.uk](mailto:jrc@aber.ac.uk).

*The rise and rise of ebooks; the George Bernard Shaw image collection; The Times and its paywall; paying for Nature, and the first bookless library*

## Ebooks

The phrase “tipping point” has been proliferating in article headlines about ebooks in the professional and popular press following a press release from Amazon on July 19th (<http://phx.corporate-ir.net/phoenix.zhtml?c=176060&p=irol-newsArticle&ID=1449176&highlight=>) in which founder and CEO Jeff Bezos cites the price cut from \$259 to \$189 (£149 for the equivalent model in the UK) as the reason for the tripling of Kindle sales in the second quarter of this year. More interesting is the news that Kindle books have been outselling hardback books through Amazon in the US in the last three months. If ebooks are going mainstream, the Kindle looks like an early winner, but the iPad and the new wave of tablets/slates could leave ebook readers exposed as one-trick ponies. Ebook readers may need to sell much more cheaply to take full advantage of growing ebook sales. Could Amazon’s ebook sales infrastructure be a more durable business? Amazon boasts “Over 670,000 books, including 107 of 111 *New York Times* Best Sellers”, and Kindle books can be read on Windows computers, Macs, iPads and a range of mobile devices. Moreover, what does the tipping point mean for education? How close are we to widespread use of ebook readers in schools and colleges? ResourceShelf found this article in Bloomberg Businessweek about Kindle trials at seven universities in the US: [http://www.businessweek.com/bschools/content/jun2010/bs20100610\\_200335.htm](http://www.businessweek.com/bschools/content/jun2010/bs20100610_200335.htm) where difficulties encountered included accessibility, navigation slowness, difficulties highlighting/note-taking, file management, etc., issues familiar in user evaluation of ebook readers. *Library Journal* is holding a one-day virtual conference called eBooks: Libraries at the Tipping Point (<http://ebook-summit.com/>) on Monday 29<sup>th</sup> September.

## George Bernard Shaw

<http://archiveshub.ac.uk/features/georgebernardshaw/>



The London School of Economics/National Trust project *Man and Cameraman* aims to preserve and digitise the photograph collection of George Bernard Shaw. Shaw left the collection to the LSE and the British Library, and it was originally stored in his home in Hertfordshire which he left to the National Trust. Work has begun preserving and cataloguing the 16,000 photos and 8,000 negatives. Half the photos and all the negatives are to be digitised, with a few already available on the Archives Hub. The photographs were taken by Shaw and others, and include images of such figures as Rodin and Augustus John.

## Paywalls

An article published in the *Guardian* (<http://www.guardian.co.uk/media/2010/jul/20/times-paywall-readership>) 18 days after *The Times* paywall was launched, interpreted web metrics from Experian HitWise to indicate that “traffic actually going from the registration site to *The Times* site is just 84,800, or 1.06% of total UK newspaper traffic – a 93% fall compared with May”. Perhaps it is too early to deem *The Times* paywall a success or failure. Will Hutton suggests (in the *Observer* <http://www.guardian.co.uk/commentisfree/2010/sep/12/rupe-murdoch-british-media>) that News International will bundle its online newspapers with subscription TV when it owns 100% of BSkyB, and predicts that by 2020 “an enfeebled newspaper industry in which NI titles command more than half the circulation and revenues”.

## Royal Mail

I couldn't find anything about this on the Royal Mail website, but the stamps in the Great British Railways issue on August 10<sup>th</sup> are supposed to link to online content if you scan them with your mobile phone. A number of websites mention it, for example EContent <http://www.econtentmag.com/Articles/News/News-Item/m2end-RBIT-Limited-and-junaio-Create-%22Intelligent-Stamp%22-for-Royal-Mail-69877.htm>. Have you tried it?

## University of California (UC) and Nature Publishing Group (NPG)

<http://osc.universityofcalifornia.edu/npg/>

Early in June a letter was sent to UC Faculty, urging a controversial boycott and other sanctions in protest at the cost of renewing *Nature* and 66 other NPG journals. The letter was authored by the executive director of California Digital Library (CDL), the chair of the University Committee on Library and Scholarly Communication of the Academic Senate and the convener of University Librarians Council, and stated that the renewal would cost more than \$1 million. The authors note that “in the past six years, UC authors have contributed approximately 5,300 articles to these journals, 638 of them in the flagship journal *Nature*”, and

that, “UC Faculty supply countless hours serving as reviewers, editors, and advisory board members”. NPG issued a combative reply, denying any unfairness in the cost of the renewal and asserting that CDL were paying a very small cost per download from high-impact NPG journals. CDL responded, accusing NPG of intransigence in previous negotiations over cost, and said “UC Faculty do not think that their libraries should have to pay exorbitant and unreasonable fees to get access to their own work” – a general sentiment echoed by universities worldwide, a situation that has been driving the implementation of open-access publishing models and institutional repositories.

A much friendlier press release in August reported that UC and NPG had met on August 17<sup>th</sup>, had a full exchange of views and were working towards a mutually acceptable solution. It also promised updates that will be awaited with interest.

### **University of Texas at San Antonio (UTSA)**

<http://www.utsa.edu/today/2010/09/aetlibrary.html>

The first entirely bookless library in a university has opened its doors for business at UTSA, and it is a dedicated Applied Engineering and Technology (AET) library. 425,000 ebooks and 18,000 e-journals are available, and staff are on hand to help. The building has capacity for 80 students, and has been given an ultra-modern finish and a range of study spaces and equipment. Echoing the earlier piece on eBooks, UTSA are looking to introduce further innovative services including pre-loaded ebook readers and iPads.

## Intranets

**Martin White, Intranet Focus Ltd (martin.white@intranetfocus.com)**

### **The life and challenging times of an intranet manager**

*Which organisations need an intranet manager? What training is available? What skills should an intranet manager have?*

I've just completed the typescript of *The Intranet Management Handbook*, which will be published by Facet Publishing in December. The original title was to be *The Intranet Governance Handbook*, but that proved too limiting. At 66,000 words and 16 chapters it's my longest of the seven books I have written, and seems to have taken up all my spare hours for the last eight months. In the book is a section on the skills needed to be an intranet manager, and the problems that intranet managers face in being able to convince a new employer they really do know what they are talking about. This column is an edited version of the chapter, and I apologise in advance for some slightly choppy reading for you as a result of cutting the chapter down by half.

There is now good evidence from both the Global Intranet Trends Report and from the work of the Nielsen Norman Group that ideally there should be one full time intranet manager for every 3000 users of the intranet. Most organisations would see that as an unattainable and unrealistic target at a time when they are making efforts to reduce the number of employees in an attempt to reduce costs. However these organisations not only fail to recognise the role that the intranet manager plays in ensuring that the intranet is fit for purpose, but also fail to recognise that there is a distinct role of 'intranet manager'. Indeed in many organisations the 'intranet manager' may well have additional tasks and a job title that does not reflect the work that they do in managing the intranet. <http://netjmc.com/future-intranet/intranet-manager/does-your-job-title-reflect-the-strategy-and-vision-behind-your-role>

It does not help that there is no professional organisation that represents intranet managers, there is no structured training for intranet managers that would lead to some form of certification, and there is no obvious career path for an intranet manager. If the numbers of people with intranet management roles was small this might be an acceptable

situation, but the reality is different. CILIP has a membership of around 20,000. Based on information from the e-business survey of the Office for National Statistics in 2008 (the latest figures available) there were at least 50,000 intranets in the UK. It is therefore probable that there are more intranet managers (either full time or part time) than there are “information professionals”. There is probably a similar situation in many other countries. Even in the USA there is no association for intranet professionals.

Hopefully this situation will change. Certainly the advent of many informal groups of intranet managers is helping to establish good practice, and from the meetings intranet managers are able to gain ideas that they can incorporate in their own organisations. Examples include the UKeiG Intranet Forum and those of JBoye <http://www.jboye.com/communities-of-practice/groups/uk-intranet-group/> Attending these meetings it becomes clear that intranet managers tend to find themselves in their posts almost by accident. At the time that a vacancy occurred they happened to be in a position to take on the responsibility, and now enjoy the work that the position requires. However, many are now wondering how to develop their careers. Moving to another organisation is certainly possible, but the new employer has to take on trust their skills in intranet management, and is almost certainly not going to be able to look at the intranet of their current employer to judge for themselves in the way that web managers might be assessed.

### **The skills of an intranet manager**

Even in situations where there the intranet manager is not able to devote all their time to the intranet there will still be an intranet team, because the support and skills of the IT team are a vital element of the service being provided to the organisation. A very good and concise list of the responsibilities of an intranet team has been developed by James Robertson (“What every intranet team should know” <http://www.steptwo.com.au>):

- Managing the intranet home page
- Structuring the top levels of the site
- Promoting the use of the intranet
- Determining the overall intranet strategy
- Establishing policies and governance
- Reviewing pages published by business areas
- Supporting intranet authors and publishers
- Liaising with intranet stakeholders

- Managing key technologies, such as the CMS and search engine
- Conducting intranet improvement projects

In my view, missing from this list are

- Maintaining an awareness of good intranet practice
- Assessing usability and accessibility
- Working with those responsible for related applications
- Ensuring the intranet meets internal and external compliance requirements

These responsibilities can be very time-consuming, particularly reviewing pages published by business areas and managing the search application. In the case of the former, the review process may highlight the need for content contributor training, and in the case of search engines the time required to undertake the analysis of search logs is always under-estimated.

Moreover, these tasks are ones that have to be undertaken on a regular basis. In addition there may well be a need to specify and select new CMS and search applications, or undertake a major redesign of the intranet. Given the scale and range of these tasks, the emerging standard of one manager for every 3000 users actually seems a very conservative requirement.

A very significant development in 2010 was the establishment by Mark Morell, the Intranet Manager at British Telecom, of a LinkedIn Group on Intranet Career Path Development. This arose out of a very insightful post that Mark published on his blog <http://markmorrell.wordpress.com/2010/06/03/whats-an-intranet-managers-career-path/>.

One of the initial areas of discussion was the top three skills that an intranet manager needed to have, with Mark Morell suggesting that these were:

- Strategic – to be able to develop a strategy that aligns with the organisation's and execute it

- Communications – to be able to build relationships with people across the organisation – stakeholders, IT partners, publishers and users. That needs a great ability to talk the right language with the right people and engage them to help you implement your plan.
- Project management – A plan is no good if it isn't managed properly, so you have the right priorities, focus and timescales, and ability to change if circumstances demand it.

### **Writing a job description for an intranet manager**

Every organisation has its own format for setting out job descriptions. The example below is from a major multinational company seeking to recruit an experienced intranet manager.

#### **Scope**

The Intranet Manager is responsible to the Intranet Strategy Board for ensuring the company's intranet meets the requirements of users for trustworthy information to support the development of the business and also their own career development. This will require building close working relationships with a wide range of stakeholders throughout the company.

The Intranet Manager will chair the Intranet Operations Group and will have budget responsibility for all aspects of intranet operations, including content publishing, information architecture, service performance (in cooperation with the corporate IT department), training and support.

The Intranet Manager will liaise closely with managers of other business applications, such as corporate website, e-learning, social media and customer relationship management, to ensure that the intranet is positioned as a complementary application.

The company is going through a period of rapid business expansion and it is essential that the Global Intranet Manager not only ensures that the intranet meets current requirements but also works proactively to develop intranet content and applications to support emerging business requirements.

#### **Key accountabilities**

- Develop an annual operational plan for the development of the intranet that is in line with the strategic and operational requirements of the business
- Identify and report on appropriate KPIs that indicate the level to which employees trust and use the information on the intranet

- Develop and implement a governance policy for the intranet
- Develop good relationships with managers of other business applications that currently or potentially complement the intranet and from these identify and achieve integrated solutions that meet business requirements
- Develop and provide training courses, training material and help desk provision for both users and content contributors to the intranet
- Identify, evaluate, justify and integrate external web-based information resources into the intranet
- Maintain excellent relationships with internal and external providers of hardware, software and other services to ensure high availability of the intranet and effective operation
- Devise and conduct periodic usability surveys
- Monitor user satisfaction and report on actions being taken to meet emerging user requirements
- Monitor developments in intranet good practice and where appropriate introduce these into the intranet
- Work closely and cooperatively with staff around the world with responsibilities for intranet content publishing and local intranet support

### **Key competencies**

- Experience managing an intranet
- Experience in using content management and search software applications for either intranet and/or websites
- Experience in conducting user requirements and usability reviews
- Experience in project management

### **Key traits**

- Able to achieve a consensus of views and priorities of stakeholders
- Able to build excellent relationships with employees world-wide at all management levels
- Familiarity with the technology of content management and search applications
- Effective presentation and communication skills

Although all these requirements are very sound ones perhaps the most important is missing, and that is an understanding of how the business works, which can take a considerable amount of time to discover.

**Is there a role for CILIP and UKeiG?**

This column is written in a personal capacity, and not as Chairman of UKeiG. I do have some thoughts on the roles that CILIP and UKeiG might play in supporting the career development of intranet managers, and over the next few months I hope I will have been able to make some progress. In the meantime I would appreciate comments from you on this article and what, if anything, you feel could be done to enhance the career opportunities for intranet managers.



## Reference Management

**Tracy Kent, Digital Assets Programme Advisor, University of Birmingham  
(t.k.kent@bham.ac.uk)**

*Open Access bibliography updated; BibTexMng, a new bibliographical reference tool;  
Endnote X4*

### Open Access Journals Bibliography

Charles Bailey, the man of Digital Scholarship resources, has extended his bibliography range to include an Open Access Journals Bibliography. Open access journals publish articles (typically peer-reviewed) that are free of charge to readers and, depending on the journal, may be able to be reused under an open licence (e.g., a Creative Commons licence). The bibliography includes links to freely available versions of included works.

<http://digital-scholarship.org/oajb/oajb.html>

### BibTexMng

BibTexMng is a very easy to use product of bibliographic **software** for Windows. BibTexMng combines online searching, reference management, bibliography making, and information [sharing](#) into a single user-friendly environment. It was written to be used with [Latex](#), using Bibtex.

BibTexMng is a program for manipulating [BibTeX database](#) files. These files contain all the relevant data, and sometimes additional information such as abstracts and keywords, but do not specify the final format in which this data will be presented. The data is organized into records, in which each record is identified by a unique key or label. BibTexMng requires Windows 2000, XP, or later editions of MS Windows.

[www.latexsoft.com](http://www.latexsoft.com)

### **Endnote X4 now available**

Useful new features include importing pdfs and folders of pdfs (although not those which have been scanned as they do not contain the doi information) and creating groups from within groups, Footnote formatting has been extended, which will be of particular use for Humanities. This, together with editing and managing citations revised commands make Endnote X4 a useful tool. There are additional Endnote web features making it more compatible with desktop Endnote. Full training features are available from the website. There are even Facebook and Twitter accounts for Endnote☺.

<http://www.endnote.com/enX4info.asp>

## Public Sector News

**Jane Inman, Customers and Communications Manager, Environment and Economy, Warwickshire County Council**  
([janeinman@warwickshire.gov.uk](mailto:janeinman@warwickshire.gov.uk))

*Directgov; legislation update; electoral registers; open data in local government*

### Directgov

Directgov is the latest of the Government's attempts to provide citizen information in a joined-up way. It has made good progress while based with the Department for Work and Pensions (DWP), and one of the changes the new Coalition Government has made is to move it back to the Cabinet Office.

### Legislation

[www.legislation.gov.uk](http://www.legislation.gov.uk) is the now the home for the Statute Law Database and legislation previously carried by the Office of Public Sector Information (OPSI).

OPSI's website already gave access to legislation back to 1986, but this move joins it with the content of the Statute Law Database and means that most primary legislation is now available. No secondary legislation (e.g. Statutory Instruments) prior to 1988 is available.

There are some other limitations, so do check the FAQs or guidance to be sure you know what is included and what is consolidated legislation and what is as it was passed.

### Electoral Registers

The British Library holds the national collection of electoral registers and is in the process of arranging for the registers from 1832 to 1932 to be digitized, which will provide a useful resource for people tracing their family history.

## Open data

As mentioned before in this column the big push to make public sector data more freely available continues. Ways of using this data are being sort and my own County Council, Warwickshire has been encouraging the use of data to provide some wacky apps! See [www.warwickshire.gov.uk/opendata](http://www.warwickshire.gov.uk/opendata).

*Public Sector News is supplied by ALGIS in LARIA (The Affiliation of Local Government Information Specialists in the Local Authority Research and Intelligence Association) which represents information professionals providing information services to local authority staff and elected members. Jane Inman is currently Chair of ALGIS. ALGIS welcomes anyone with an interest in public sector information who feels they would benefit from being part of a community working in the same area. For more information go to [www.algis.org.uk](http://www.algis.org.uk)*

## Meeting Report: The ARLIS Conference 2010

Edinburgh, 14-16 July 2010

*The 2010 annual ARLIS/ UK & Ireland Annual Conference, for art librarians, was held in Edinburgh. It is reviewed by Tamsyn Bayliss, who was able to attend the conference with a UKeiG student conference grant.*

### Background



*Figure 1: The Conference Centre*

The Art Libraries Society, more commonly known as ARLIS, has existed since 1969 and has sister societies worldwide. It promotes art libraries and supports communication amongst art information professionals. Art libraries are found in various sectors including academic, museum and gallery and public libraries. The 2010 ARLIS/ UK & Ireland Annual Conference was held 14-16 July in the beautiful city of Edinburgh, at the John McIntyre Conference Centre at the University of Edinburgh.

The Conference was attended by many art information professionals from across the UK plus USA, Canada, and other countries.



*Figure 2: Conference Centre with Arthur's Seat in background*

As a current and soon to be completed MA Library and Information Management student at Loughborough University with a love of art and design, art librarianship is an area that holds great personal interest and focus for my career progression. ARLIS is a friendly and dynamic group of which I am a member. I was very grateful to be awarded the UKeiG Student Conference Grant to attend this Conference, which I could not otherwise have afforded. I hoped to attend to aid my dissertation research on the future of art libraries and to meet more members of ARLIS.

This year's theme was 'ARLIS: The next generation' which was particularly apt for my dissertation. The Conference programme included pertinent sessions about new projects and developments, as well as interesting visits and talks by local artists discussing creative inspiration and by lecturers examining Edinburgh arts and culture. The Conference was a pleasant balance of food for thought, practical advice and a chance to discuss and network amongst the impressive surroundings of the University Conference Centre. This is situated below the natural landmark of Arthur's Seat, which we eventually got to see once the sea fog lifted!

### **Day 1**

After a welcome and introduction by ARLIS Chair Pat Christie, the Keynote speech on the Wednesday morning was by Roger Wilson, Emeritus Professor and Head of the School of Fine Art at Glasgow School of Art. He discussed the changes over the decades during his profession as an artist and teacher and the progress in arts education since the 1960s. It set the theme of exploring factors that have been an impact on art libraries and caused changes within the profession, as well as the future in response. Sessions were divided over the three days under topics of Communicating, Curating, Perfecting, Digitising and Preserving the Future, which sums up many of the concerns and practices of art libraries and art information professionals.

Following the keynote speech, the section called 'Communicating the Future' included two sessions focusing on social networking technologies. The first speaker, Nicola Osborne, Social Media Officer at EDINA, presented a creative alternative to PowerPoint using the Flash based application Prezi. In her 21<sup>st</sup> Century version of a famous art work by Richard Hamilton, images of online applications and tools were displayed representing her digital life. This included her presence in Second Life and World of Warcraft, reminding us that millions of people interact with such platforms, and how personal, professional and educational life can be merged in such ways. Web 2.0 tools such as the crowd-sourcing website Aardvark was used to gain inspiration for this session, and we saw her page on Paper.li, a website which gathers your most popular Twitter communications and creates a personalised newspaper. All of this was neatly packaged in a mobile phone to remind us about the rising importance of such devices for Internet access.

The second session by Dr Sophy Smith from the Institute of Creative Technologies, De Montfort University, introduced us to her current research. This involved a collaborative artistic project between professionals and young students using Facebook, and was discovering how such social media can improve engagement and blur professional and amateur artistic boundaries. She reported how online social media is overturning old business models in creative industries, and how it can be used to shape arts practice. The need to define 'art' in online environments was considered, such as whether photographs in a Flickr album could be considered art. Facebook was mentioned in relation to the online arts studio 'Muse It' in the

US, an open group for sharing art works. Both sessions raised audience discussion about the shadier side of social networking such as privacy and ownership of uploaded content.

On the first evening we were privileged to be taken to the impressive Dean Gallery to toast the Conference and have a private viewing of their impressive Surrealist art collection. After a delicious meal in the Conference Centre's large dining hall, we had an enthusiastic and culturally enlightening talk by Margaret Stewart, Lecturer at Edinburgh College of Art about the College's large cast collection, Edinburgh's diverse grand architecture and its claim as Athens of the North.

## Day 2

The following day's morning sessions covered 'Curating the Future' where we were introduced to the projects and plans of the library and archives at the Scottish National Gallery of Modern Art by one of their assistants Kirstie Meehan. She spoke of their issues in managing and organising vast quantities of the artist Eduardo Paolozzi's archives. The next session was held by a local artist, Professor Glen Onwin from the Edinburgh College of Art, who explained his creative inspiration and how his short-lasting natural art works are recorded in artist books, a medium which many art libraries hold in their collections.

Following coffee and cakes, visits had been arranged to some of Edinburgh's impressive libraries. Although it was difficult to decide which library visit to attend, I chose the National Library of Scotland, where we were introduced to the Rare Books and Conservation department. It was a great opportunity to see behind the scenes at a legal deposit library and appreciate the size and scale of the enormous collection. It was a fantastic chance to see some of their impressive rare book collection, admire some special decorative Scottish book designs and be shown the processes the Conservation department use to maintain books in the vast collection. I find this interesting in regard to art libraries; despite the useful e-resources and online information available in the arts, the subject has less e-information than others and printed materials are still in high demand. A great many have special collections, and the literature in relation to art history is still popular and will not be disposed of or become redundant any time soon and thus needs to be maintained.

On return to the Conference Centre, poster sessions were viewable over lunch, including information literacy projects and a crowd-sourcing tool created by EDINA to connect maps with detailed historical data (<http://edina.ac.uk>), plus stalls by sponsors of the conference.

That afternoon was another pre-chosen selection of two Breakout sessions, under the category of 'Perfecting the Future' all of which sounded interesting. I attended two sessions that appeared most focused on the future and relevant to my research. The first, ran by Leigh Garrett from the Visual Arts data service (VADS) discussed sustainability and efficiency in digitisation projects, as researched in their recent 'Look-here!' project

(<http://vads.ahds.ac.uk/projects/look-here/>). The findings showed various ways in which respondents to their survey currently undertook such projects and funding, and found how certain aspects need to be included for the project to be successful, accessible, cost-effective and sustainable. This includes collaboration, embedding digitisation in the organisation, measuring value and impact and the desirability of the collection. The second session by Holly Hatheway, Assistant Director at Robert B. Haas Family Arts library at Yale University (<http://library.yale.edu/arts/>) focused on public services. Issues of visibility, approachability and trends in academic libraries were raised, mentioning the increasing emphasis on accountability, digitisation, collaboration and improved scholarly communication. Teaching tools were also mentioned as a way to encourage communication, such as Ask Live for instant messaging; however, it was commented that Web 2.0 tools used in this library had decreased due to under-staffing and lack of interest from library users. The session concluded with talk of the future for new art librarians, mentoring and ARLIS/ NA's New York chapters support for Library students amid decreasing opportunities, such as lack of internships. Both were thought-provoking sessions including discussion from delegates about their library's practices and opinions on issues raised.

Following the drinks reception and dinner, we had an inspirational talk by Newcastle-based artist poet and publisher Alec Finlay. His various projects use new and old media to create interactive art and poetry. His latest work is an audio-visual word map which leads participants through the Scottish countryside as guided by the Japanese poet Basho, using Flickr as one medium to deliver this.

### Day 3

The final day offered sessions explaining many the considerations and developments in 'Digitising' and 'Preserving the future'. The morning's session included a useful lecture by John Hargreaves from JISC Digital Media called 'Copyright considerations when sourcing, using and reusing images'. An important issue in most libraries, especially art libraries and art librarians, who need to advise their various users how to comply with copyright. It was recommended to keep due diligence files when securing copyright permissions, be aware of the multiple rights holders often existing in online images and make use of the trustworthy and cheap image banks available.

The following session was held by Annette Ward, Scottish Power Research Fellow and Development Manager and Stephen J. McKenna, Professor of Computing at the University of Dundee, representing the FABRIC digital art and image retrieval project



Figure 3: Edinburgh



(<http://www.computing.dundee.ac.uk/projects/FABRIC/index.htm>), soon to be publicly released. This collaborative project working with textiles from Liberty's in London and the V&A museum gave a fascinating insight and detail on the CBIR technique of image searching, which seemed ideal for visually orientated practical artists and students. Although the CBIR concept (Content based image retrieval for searching on ideas such as shape, colour and texture) has been used before, this was reported as the first one not based on words and metadata. It has been created to help designers search for inspiration, and reminded me of the traditional preference for browsing through shelves for inspiration and serendipitous discovery in an art library. Images were organised using algorithms to group similarities or differences, rather than long pages of possibly irrelevant, repeated or badly organised images. It was an interesting concept of which I had limited previous knowledge, and is a very creative and dynamic way to search and discover.

The afternoon's topic of 'Preserving the future' presented two different types of sessions, the first focusing on Edinburgh's public library and challenges facing LIS, and the second explained the accessibility of digital collections of a group of Scottish institutions. The first,



Figure 4: National Gallery of Scotland

Entitled 'Leaping off the Edge' was by Hil Williamson, Library Development Officer at City of Edinburgh Council, and began with some pertinent points about art librarianship. She considered art librarianship will not be around in five years due to retirement or retraining, and questioned if libraries will even exist in 15 years. I personally believe art librarianship has a good future, perhaps not as we know it, but the skills and knowledge of art librarians will still be in demand

amidst the digital revolution. However Hil mentioned plans for the expansion of Central library that holds the art department, and believed the future of libraries would lie in digitisation, rare collections, research and publications and the library 'as a space' for contemplation, social gatherings and as a cultural venue.

The final speaker Amy Millar, Project Officer at the Marischal Museum of the University of Edinburgh, showed us some of these aspects in progress here in the city and spoke of a current collaborative project across nine Scottish



Figure 5: Edinburgh Castle and Princes St Gardens

university museums. Sixty per cent of the collections of these museums were un-catalogued, although they are recognised for being of national significance. This project aimed to create description across the entire holding, enhance item-level records and create additional object images. Problems encountered included various issues around time and planning, copyright and IT, plus the need to create standardised keywords.

The plenary speech by Pat Christie raised positive and realistic points about the new direction and future of art librarianship. She believed the profession has faced fast change and will be straddling librarianship, curating and collecting. Her reflection on the Conference sessions was that of oppositional forces of challenges and opportunities. A Twitter feed (archive: <http://twapperkeeper.com/hashtag/arlis2010>) and a Conference blog (<http://arlisconference2010.blogspot.com/>) ran through the Conference, and the Conference will be written up in the quarterly ARLIS News-sheet, which I have contributed to.



Figure 6: Victoria Street

Attendance at the ARLIS Conference was very rewarding for me. I was also lucky enough to win a prize draw of a recently released art librarianship handbook. I plan on staying involved with ARLIS and believe professional societies such as ARLIS and CILIP to be very supportive and beneficial. I am very appreciative of receiving the UKeIG grant to attend the Conference in Edinburgh and think the Student Conference Grant is an excellent chance for new professionals. It is very beneficial to network, gain up-to-the-minute insights and become involved in a relevant professional society. This was an excellent chance to meet many friendly art information professionals and hear about their professional environments, practices and projects, as well as learning about the very interesting developments and projects from each of the sessions.

*Tamsyn Bayliss is completing the MA Information and Library Management course at Loughborough University and is soon to begin working at the Courtauld Institute of Art library.*

## Conference Report: Library and Information Science Research Coalition Conference 2010

June 2010, London

*The LIS Conference is reviewed by Hui-Yun Sun.*

I am grateful to UKeig's financial support, together with a sponsored place from Glen Recruitment, TFPL and Sue Hill Recruitment, to support my attendance at the Library and Information Science Research Coalition conference, which was held on 28<sup>th</sup> June, 2010 at the British Library Conference Centre in London.

The theme of the conference was "Evidence, Value and Impact: the LIS Research Landscape in 2010". The whole conference was around the topic, *impact*. My Ph.D. research aims to investigate the essential elements that help make community engagement work in public libraries. Community engagement is an emerging area in the public librarianship literature and may be a way forward for future public library service. Therefore, it was very important for me to attend the conference to disseminate my research, explore the current issues around evidence, value and impact in library services and learn how to transfer my research outcomes into practice to make them more applicable for public libraries.

This conference was unique in that it engaged with attendees (at the conference) and people who did not, or were not able to attend, could keep in contact remotely (using Twitter) throughout the whole conference. In addition, I was very impressed with the high efficiency of information sharing after the conference. All the details of the day were made available on the LIS Research Coalition website (<http://lisresearch.org/conference-2010/>) within three days of the conference ending. Therefore, instead of repeating the content of the conference, I will highlight my general impressions, interesting issues raised and what I learnt from attending the conference.

My general impression of the LIS Research Coalition conference was very positive. The conference centre facilities were very good, with free public wifi; the food was abundant and delicious, and the conference was very engaging. The conference format included *keynote presentations* followed by question-and-answer sessions, *break-out sessions* for participants to discuss the themes of evidence, value and impact of the current LIS research and *one minute madness*, where each presenter was given 60 seconds to present their research topics. Lunch time provided a good opportunity for networking and getting to know each other better. The conference programme was relevant and varied – the one-minute madness

offered a taste of a wide range of current LIS research projects by academics, library practitioners, research students, publishers and information researchers.

The conference started with Dr. Michael Jubb's introduction, where he gave us an overview of the LIS research in the UK from the past to the present and his view of future research. As an international student, I found this session very useful, because it helped me learn the history of the LIS research to understand where it is today. A key issue raised in the break-out sessions was "What is the purpose of the research?" It was related to further issues, such as a gap between research and practice, languages (i.e. academic jargon and plain English), the importance of 'the audience' to whom research communicates value and impact, and research methods (i.e. case studies, survey or mixed methods). Other main topics included new funding sources, cross-disciplinary input to LIS research and international collaboration. As a rapporteur, I enjoyed observing and recording the dialogues/debates/discussions between conference participants from library practitioners, academics and research students. Professor Charles Oppenheim concluded the conference and put forward a new title: "Evidence, Value and Impact SHOULD BE the LIS research agenda".

This conference provided me with opportunities to meet face to face with other participants whose profiles and research interests I had read on the LIS Research Coalition website before attending. It was interesting to meet people with different backgrounds (e.g. libraries, health services, publishers, information consultancies) from around the world (e.g. UK, USA, Nigeria, Gambia, Germany and India). Also, it was good to find out more about the roles of individuals in the conference and the LIS Research Coalitions' plan and activities.

Although I was aware of the existence of social media, this conference further emphasised the importance of using them. I was inspired to make use of the social media (i.e. Twitter, blogs and Slideshare) to rehearse my research ideas, distribute my research results and keep myself updated with current LIS research issues and projects after the conference.

To sum up, it was nice to see so many delegates with different roles and interests. I found the conference useful and helpful. Not only did it raise my awareness of current issues and challenges on the LIS research, but also offered me an opportunity to network and develop my own thinking in this area. My three words to summarise the conference are: inspiring, valuable and challenging.

*Hui-Yun Sung is researching for a PhD in the area of public libraries and community engagement at the Department of Information Science, Loughborough University, UK*

## Current Awareness

**Column editor: Clare Sinclair**

*Do you feel news from the world of information passes you by? That you can't keep up with the rapidly-changing e-publishing sector? Don't worry – we have solved the problem for you. This column is created by a team of information specialists based both in the US and the UK. They check a range of leading periodicals to make sure you are kept informed about the latest developments of relevance from them. Subjects covered include e-publishing, information access and retrieval, electronic publishing, preservation and virtual libraries.*

## Education

Gruca, Anna N. **E-Learning in Academic Libraries** *New Review of Information Networking* 15(1) (2010), 16-28 – Anna begins by defining e-learning as 'web-based education that is teaching and learning online'. This is a useful start as e-learning has so many different meanings and the definition sets the scene for the rest of her article. She then moves on to look at different models of e-learning, before looking at various groups that benefit from e-learning in a library context. She rightly identifies that a good place for librarians to start with e-learning is by engaging in some themselves before taking the new mode of learning to their customers. Anna considers the advantages of e-learning in libraries, and rounds off her article with a useful overview of developments in Poland. I would have been interested to see some more direct evidence supporting some of the statements made in the article, but well worth the read for someone starting out in e-learning and I enjoyed reading about developments in Poland. [ATB]

Soehner, Catherine, Steeves, Catherine, and Jennifer Ward. **E-Science and Data Support Services: A Study of ARL Member Institutions** Washington, DC: Association of Research Libraries, 2010. [http://www.arl.org/bm~doc/escience\\_report2010.pdf](http://www.arl.org/bm~doc/escience_report2010.pdf) – This report presents results from an August 2009 survey of 57 of 123 ARL member libraries (46% response rate). Overall, respondents' institutions were making significant progress in supporting e-science: 21 respondents reported that infrastructure or support services were in place, 23 were planning e-science support, and only 13 did not support e-science. E-science was defined 'broadly not

only as big computational science, but also team science and networked science. It includes all scientific domains, as well as biomedicine and social sciences that share research approaches with the sciences'. Four e-science strategies were identified: 1. institution-wide or centralized response, 2. unit-by-unit or decentralized approach, 3. hybrid of both decentralized and centralized efforts, and 4. multi-institutional collaborations. About 73% of respondents said that the library played a role in e-science support, and 45% said that there were designated units for data curation and research data support at their institution. The report also includes six case studies based on interviews (Purdue University; the University of California, San Diego; Cornell University; Johns Hopkins University; the University of Illinois at Chicago; and the Massachusetts Institute of Technology), a bibliography, and e-science-related position descriptions. [CB]\*

## E-publishing

Duncan, Ross. **Ebooks and Beyond: The Challenge for Public Libraries** Australasian Public Libraries and Information Services (APLIS) 23(2)(01 June 2010): 44-55. <http://www.auslib.com.au/periodicals.htm> – There is a wealth of current information about the rise of ebooks, ebook devices and ebook publishing, and while this paper presents a succinct overview of the global trends, it balances them nicely with results from a local survey of public libraries users. Sunshine Coast Libraries noticed a lack of contextual data about user perceptions and expectations of e-audiobooks, ebooks and other virtual services. An online survey of library members was conducted 'to ascertain existing behaviours and expectations'. The results of the local survey mirror international trends. The survey questions, conclusions and suggested improvements for future surveys all provide a good base for other public libraries to gather data, examine the needs of their communities, and build arguments for the development and delivery of ebook services. [WC]\*

## Legal issues

British Library. **Driving UK Research. Is Copyright a Help or a Hindrance? A Perspective from the Research Community.** <http://lists.webjunction.org/currentcites/2010/cc10.21.7.html> London: British Library, July 2010. <http://www.bl.uk/ip/pdf/drivingukresearch.pdf> – In this brief report, fourteen researchers explain how the current copyright system inhibits their research. Many propose solutions. Dame Lynne Brindley's preface says it best: '[t]here is a supreme irony that just as technology is allowing greater access to books and other creative works than ever before for education and research, new restrictions threaten to lock away digital content in a way we

would never countenance for printed material. Let's not wake up in five years' time and realise we have unwittingly lost a fundamental building block for innovation, education and research in the UK ... We need to redefine copyright in the digital age and find a balance to benefit creators, educators, researchers, the creative industries – and the knowledge economy'.

[PH]\*

Butler, Brandon. **Urban Copyright Legends**. *ARL: Research Library Issues* (270)(June 2010), 16-20. <http://www.arl.org/bm~doc/rli-270-copyright.pdf> – Nice run-down of copyright misconceptions so widespread (hence the term, 'urban copyright legends') that even librarians are likely to repeat them. The point of the piece is how important exceptions like fair use are to copyright. They provide a 'safety valve' as the author puts it, 'that prevents copyright from being an oppressive monopoly'. [IRK]\*

## Mobile technologies

Aldrich, Alan W. **Universities and Libraries Move to the Mobile Web** *EDUCAUSE Quarterly* 33(2)(May/June 2010)  
<http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/UniversitiesandLibrariesMoveto/206531> – This article reports on a study of the mobile websites of large research universities and their libraries in the U.S. and Canada and compares what was found with what the literature suggests that mobile web users desire. When the author conducted the study in late January/early February 2010, only 29 of the 111 ARL libraries had a library mobile website, suggesting that mobile computing is not yet a "given" for libraries, even though the Pew Internet and American Life Project reports significant growth in the use of the web on mobile devices, particularly for 18-29 year olds. Although the literature on library mobile websites is limited, this article is a great summary of what we already know and provides the building blocks to start what I suspect will soon be a core part of any library's digital presence. [SG]\*

Walsh, Andrew. **QR Codes – Using Mobile Phones to Deliver Library Instruction and Help at the Point of Need** *JIL: Journal of Information Literacy* 4(1)(June 2010): 55-65.  
(<http://ojs.lboro.ac.uk/ojs/index.php/JIL/article/view/LLC-V4-I1-2010-1>) – In this article, the author reports on the experimental use of QR codes at the University of Huddersfield in the UK. QR, or quick response, codes are 2D barcodes that can be read using a smartphone equipped with a camera and a free software download. The codes can contain a variety of



information: text, a link to open a webpage, a phone number or contact information to be added to the user's phone book. A variety of different uses for QR codes in the library were tested to see what uses students might find the most helpful. Dummy books featuring QR codes linking to ebooks were shelved next to their print companions; QR codes were posted near printers and photocopiers, containing code that loaded the telephone number for IT support and an instructional video about using the library's printing system. The codes proved more popular when placed at a doorway and linking to a video tour of that floor of the library, and when placed in the library catalogue, providing a link back to the record that the user could open on their mobile device and take into the stacks. Overall the use of the codes was found to be disappointing. This is due to several reasons, including users' unfamiliarity with them (despite an awareness campaign) and students' attitudes that they will not adopt something new until they see a practical use for it. [AC]\*

## Virtual libraries

Innocenti, Perla et al. **Towards a Digital Library Policy and Quality Interoperability Framework: the DL.org Project.** *New Review of Information Networking* 15(1) (2010): 29-53 – If digital libraries are ever to meet their full potential and allow users to seamlessly browse content from many different sources using a single environment, the concept of interoperability is a key concern. This article examines the idea of a policy and quality interoperability framework taking into consideration the preliminary outcomes and recommendations of the Policy and Quality Working Groups that are part of the EU co-funded project 'Digital Library Interoperability, Best Practices and Modeling Foundations' (DL.org). Both policy and quality in respect of digital libraries are discussed within the context of the findings of the DL.org working groups and other relevant research on these areas. Key findings, suggestions for improvement to the model and an outline of the next steps that the working groups will take are summarised at the end of the article. [NW]

Metz, Rosalyn. **Cloud Computing Explained.** *EDUCAUSE Quarterly* 33(2)(2010) <http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/CloudComputingExplained/206526> – What is cloud computing? In this article, Metz provides a concise answer to this question using the National Institute of Standards and Technology (NIST) definition and illustrating her points with embedded digital videos. In the NIST definition, cloud computing has five characteristics (broad network access, measured service, on-demand self-service, rapid elasticity, and resource pooling), three service models (cloud infrastructure as a service, cloud platform as a service, and cloud software as a service), and four deployment models (community cloud, hybrid cloud, private cloud, and public cloud). This article is part of a [special issue on cloud computing](#). [CB]\*



*\* Abstracts identified with an \* next to the author initials, are drawn with permission from Current Cites, the monthly publication distributed electronically by a team of Librarians and Library Staff and edited by Roy Tennant: <http://lists.webjunction.org/currentcites/>*

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## Books of Interest

Here are some book titles that might be of interest to UKeiG members. The list isn't exhaustive; members are welcome to suggest other books for review. If you are interested in reviewing any of these titles, or if you are publisher and you have titles that you think would be of interest to the UKeiG readership, please contact Michael Upshall ([michael@consultmu.co.uk](mailto:michael@consultmu.co.uk)). A copy of the book is provided free for you to review.

**Merchants of Culture: The Publishing Business in the Twenty-First Century**, by John B. Thompson (Polity Press, 2010)

**Archives: Principles and practices** by Laura A. Millar (Facet Publishing)

**Introduction to Modern Information Retrieval** (3rd edition) by G.G. Chowdhury (Facet Publishing)

**Practical Open Source Software for Libraries** by Nicole C Engard (Chandos Publishing)

**Building a Digital Repository Program with Limited Resources** by Abby Clobridge (Chandos Publishing)

## UKeiG Training Sessions Update

The training programme for the last few months of the year has been set out with details on the website, and are also shown here:

**Making search work:** course presenter Martin White Tuesday, 26 October, 2010 – 09:30 – 16:30 CILIP, 7 Ridgmount Street, London, WC1E 7AE

**Legal Issues in Web 2.0 and cloud computing:** course presenter Professor Charles Oppenheim Wednesday, 24 November, 2010 – 09:30 – 16:30 CILIP, 7 Ridgmount Street, London, WC1E 7AE

UKeiG is also involved in supporting the **CILIP Digital Information Conference 2010** Thursday, 28 October, 2010, 08:30 – 16:30 Kings Place, King's Cross, London providing a number of speakers including Martin White, Charles Oppenheim and Chris Armstrong.

## Obituary: Jack Mills 1918 – 2010

Jack Mills spent more than sixty years of his life in the study, teaching, development and promotion of information retrieval, principally as a major player in the British school of facet analysis which builds on the tradition of S. R. Ranganathan. He was a signatory to the seminal paper “A faceted classification as the basis of all information retrieval”,<sup>1</sup> and he stands as a significant link in the tradition which begins with Ranganathan and which is represented today in research looking for solutions to the semantic web.

Although an inspiring teacher, he is probably best known for his contribution to information science research. In the 1960s he was Deputy Director of the prestigious Cranfield Project<sup>2</sup>, supporting Cyril Cleverdon in the first major exercise in information retrieval in the United Kingdom. The results of the work at Cranfield had a major influence on British information science, and the documentation from that project continues to be cited in the professional literature today. A founder member and chairman for many years of the Classification Research Group (1952 – ), he was also a passionate advocate for classification theory, and contributed to the development of the *Bliss Bibliographic Classification*, the *Universal Decimal Classification*, and, most recently, the second edition of the *Bliss Bibliographic Classification*<sup>3</sup> which embodies the whole corpus of information retrieval theory developed by the CRG since the 1950s.

From the 1960s he was the driving force behind the revision of the *Bliss Bibliographic Classification* (BC2), chairing the Bliss Classification Association Committee, and undertaking the greater part of the work of revision as Editor of the new scheme. Although relatively little has been written about BC2, its impact on the field of knowledge organization and retrieval has been immense. The statement of principles in the *Introduction* to the scheme is almost

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<sup>1</sup> Classification Research Group “The need for a faceted classification as the basis of all methods of information retrieval” *Library Association record* 57(7) 1955 262-268

<sup>2</sup> Cleverdon, Cyril W. (1962) *Aslib Cranfield research project: report on the testing and analysis of an investigation into the comparative efficiency of indexing systems* Cranfield: [College of Aeronautics], 1962 <http://hdl.handle.net/1826/8366>

<sup>3</sup> J. Mills and Vanda Broughton, *Bliss bibliographic classification* (2nd ed.) London: Butterworth 1977-

alone in documenting the corporate theory of the CRG as it developed from 1950 and throughout the twentieth century, and is one of the few coherent statements of modern classification theory. Facet analysis is relevant not only to traditional classification and knowledge organization systems. The methodology supports the generation of thesauri and subject heading lists, and the creation of structured vocabularies for metadata. Today facet analytical techniques are to be seen embedded in much commercial retrieval software, in search engines on commercial sites, and in very many research projects both in academic institutions and professional organizations

In 1998 Jack Mills was acknowledged by the Conference on the History and Heritage of Science Information as a 'pioneer of information science', and was among twenty nominees invited to a dinner in their honour at the Conference in Pittsburgh. In 2003 his contribution to the field was marked by the award of an Honorary Fellowship from the Chartered Institute for Library and Information Professionals, and in 2005 he was recipient of the Tony Kent Strix award. He continued to write and research throughout his life, and in 2004 provided a substantial contribution to a special issue of *Library Trends* on the philosophy of information<sup>1</sup>. Jack Mills died on the 9 July 2010, sitting in the garden of his home in London. As usual he had been working on the classification during the day.

Vanda Broughton, Department of Information Studies, University College London

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<sup>1</sup> Mills, Jack "Faceted classification and logical division in information retrieval" *Library Trends* 2004 52(3) 373–670 541-570

## Press Releases

### Historic Welsh ballads online for a new global audience

Wed 11 August 2010: Historic news once sung on street corners is now being captured online in a virtual resource. 4,000 ballads from 18th and 19th century Wales are launching on a website run by Cardiff University and the National Library of Wales. The songs document the important issues of their day, such as workers' rights and crime, as well as local festivals and village gossip. Funded through a £66,000 grant from JISC, the project has completed a network of digital resources giving access to these precious documents.

Academic editor of the Welsh Ballads project, Dr Wyn James of Cardiff University's school of Welsh, commented: "Ballads were the 'daily newspapers' for the poor throughout the 18th and 19th Centuries, and were sold cheaply and widely at markets, fairs, and villages; they communicated news on local matters and overseas events of the day.

"We have selected around 15,000 pages of rare Welsh and English language ballads and have now made them available for audiences around the world to study and enjoy."

Ben Showers, programme manager at JISC, said: "The Welsh Ballads project puts in place the final piece of a national jigsaw of digitised ballads. Adding to the ballad collections of England and Scotland this new archive will help make this a unique and indispensable resource for researchers, students and interested members of the public.

"This project is part of JISC's continued work to enhance collections of significance, and ensure that resources are not left in isolation, but brought together for the benefit of research, teaching and learning for everyone."

Digitisation of the ballads collections was carried out in Cardiff University's Information Services Directorate and the National Library of Wales.

Access the collection at

<<http://www.cardiff.ac.uk/insrv/libraries/solar/digital/welshballads.html>>

### **London Libraries Consortium uses RFID for self-service, stock management and extended opening**

14 July 2010: Radio Frequency Identification (RFID) is being extensively used by members of the London Libraries Consortium for self-service, improved stock management and to facilitate longer opening hours. Around a third of London is served by the consortium's library services. The most recent RFID installations are at Tooting (Wandsworth), Wandsworth Town, Clapton (Hackney), John Jackson (Enfield), Enfield Town and Gants Hill (Redbridge) where public library technology specialist Axiell has provided Bibliotheca Venus machines which offer easy-to-use self issue and return facilities in over 1,000 libraries worldwide.

**Wandsworth** libraries has had RFID in its Earlsfield library since 2008 and at the new Wandsworth Town library since it opened in August 2009. Geoff Boulton, Library Strategy and Performance Manager, explains the reasoning behind its introduction, "Wandsworth Town library is in a listed building and comprises a series of rooms rather than an open plan library. In order to provide maximum opening hours over six days a week and to make best use of staff, we decided to use self-service machines so that we did not need to have a librarian permanently in each of the six rooms." Branch Librarian, Daniel Andrews, added, "People are still wowed by being able to put a whole pile of books on the machine and the machine reading the information from them all at once." The machine in the children's library has been configured with a choice of safari or deep sea images and they are very popular with children of all ages. Tooting Library serves a strong Asian community and the RFID machines have been set up so that the instructions are available in the relevant language such as Urdu or Punjabi, 87% of issues at the branch are through RFID machines. The technology will be introduced to the remaining Wandsworth libraries by the end of the year.

In the east of Greater London, **Havering** will carry out stock taking using hand held RFID readers for the first time this year. Six of the borough's libraries have RFID, the latest being the new Central Library in Romford, the remaining four libraries will gain the technology in 2010 with a target of 80% of transactions to go through the machines this year.

At neighbouring borough **Redbridge**, the technology is also used for stock management as well as self-service. Gants Hill library was recently refurbished and now offers extended opening hours thanks to the introduction of RFID. Staff have been trained in the new customer service model and actively encourage patrons to use the RFID machines and 86%

of issues are now going through self-service. RFID will be rolled out to three further branch libraries this financial year and the Ilford central library in financial year 2011-2012.

**Brent** Libraries have 10 fully self-service libraries with the remaining two facilities to follow suit by Autumn 2010. There the main motivator was to free up staff to help customers and to promote stock and events. Sue McKenzie, Head of Libraries in the borough, says, "The key to moving to self-service is to build up staff skills and attitude in advance, to promote RFID to the public and to encourage staff to floor-walk. The customer panels we have for each library were also immensely helpful in providing advice on the best ways to promote and introduce the new technology." In the self-service libraries the library counters have been removed so that the public are naturally drawn to the self-service machines; staff are available for queries via at least one information pod in each branch. The introduction of the machines also coincided with a makeover: libraries now have improved layouts and additional facilities such as self-service printing. The machines also handle money so that customers can pay for DVD loans or overdue fees themselves and Brent now has an average rate of 80% RFID usage across all its branches.

In the borough of **Ealing**, a recent libraries refurbishment and modernisation programme allowed RFID to be installed in five libraries. At the new Northolt Leisure Centre which opened this year, patrons can find facilities such as swimming pools, a gym, community hall and a library. The centre building is open beyond the library opening hours and RFID machines allow users to issue and return books after the library has closed. Two new library partnerships with Sure Start Children's Centres will use RFID and are planned for this financial year.

### **Facet Publishing Announce the Launch of the RDA Toolkit**

12 July 2010: The RDA Toolkit is an integrated, browser-based, online product that allows users to interact with a collection of cataloguing-related documents and resources, including RDA and offers a one-stop resource for implementing RDA.

Facet Publishing, the commercial publishing and bookselling arm of the Chartered Institute of Library and Information Professionals, along with co-publishers the American Library Association and Canadian Library Association are pleased to announce that [The RDA Toolkit](#) is now live. The Toolkit includes RDA: Resource, Description and Access, the long-awaited new unified cataloguing standard designed for the digital world.

Highlights of the toolkit include:



- Fully searchable and browseable instructions
- AACR2 Rule Number Search of RDA instructions
- Workflows
- Mappings (tools to customise the RDA instruction set to support organisational training and processes)
- Two views of RDA content – by table of contents and by element set
- AACR2
- Various tools to help evaluate and implement RDA

The RDA Toolkit will be supplemented by two print components which will be available directly from Facet Publishing and will be released later this year: [RDA Instructions](#) and [RDA: Element Set View](#). Facet are also publishing [Introduction to RDA: A guide to the basics](#) by Chris Oliver, [Practical Cataloguing: AACR, RDA and MARC21](#) by Anne Welsh and Sue Batley and [Cataloging Nonbook, Electronic, Web and Networked Resources Using AACR2 and RDA: A how-to-do-it manual and CD-ROM for librarians](#) by Mary Beth Weber and Fay A Austin.

## **About *Elucidate***

*Elucidate* is the journal of the UK Electronic Information Group. It is published five times each year, in February, March, May, September, and November. Its aim is to keep members up to date with developments in the digital information environment, as they affect professionals. The magazine is provided free to UKeIG members.

## **Notes for contributors**

*Elucidate* welcomes articles or ideas for articles in the areas covered by the magazine. We are always on the lookout for feature writers, reviewers both for books and for meetings, as well as respondents to articles. Sadly, we don't pay contributors, but contributors retain copyright of their articles and can republish their articles elsewhere.

## **Brief for feature articles**

If you are writing for *Elucidate*, please follow these simple guidelines:

### **About the members**

Our membership comprises information professionals involved in the dissemination and/or delivery of digital content and services. Our membership base is two-thirds academic, one-third commercial, as well as some public libraries. A key benefit of the group is that meetings and forums provide "crossover" insight from one area to another: members see it as a way of keeping up to date in areas outside their core. Few other organisations provide this kind of cross-sectoral awareness. The focus of the group is the UK, in the sense that authentication concerns tend to be around JISC tools such as Athens and Shibboleth. But the issues of digital provision are of course global. The most popular training courses we run are on search tools – Google and others; ebooks and how to deal with them. Other popular strands include intranets, content management, bibliographic software, and ebooks.

### **Technical level**

Although members rate themselves highly for technical awareness, they are typically users rather than creators of technology. Articles should not assume understanding of technical terms without explanation.

### **Length of article**

Feature articles should be in the region of 1500-2500 words. Each article should be prefaced by a short summary (around 50 words) that can be used when displaying on public search engines an outline of the article, and to display on the non-member section of the website.

### **What to write**

A key aspect of UKeiG is that it provides insight from one area to another – members see it as a way of keeping up to date in areas outside their core expertise. Because the membership is quite disparate, ranging from pharmaceutical information professionals to public librarians, you should not assume readers are as familiar as you in the subject area.

The most valuable viewpoint you can give is that of an end user. UKeiG is not a place for theoretical debate, but a forum where peers can share their experiences and understanding. So, if it worked for you, tell others. If it didn't, tell others why not.

### **How to submit**

Please e-mail your article to [michael@consultmu.co.uk](mailto:michael@consultmu.co.uk). Articles should be delivered in Word or in an ASCII format. Images are welcome – they may be in gif or jpeg formats.

### **Rights**

By submitting an article to *Elucidate*, authors grant UKeiG the non-exclusive right to publish the material in any format in perpetuity. However, authors retain full rights in their content and remain the copyright owner.

### **About you**

Please provide a 10-20-word biographical summary about yourself to appear at the end of the article.

### **Editorial process**

Your article will be copy-edited for spelling and for sense. If there are major changes to the article we may return it to you for your comments and approval, but most articles require only light corrections before appearing in *Elucidate*, and do not need a further review by the author.

### **Brief for book reviews**

Book reviews are typically 500-750 words. Because UKeiG is independent of any publisher, we are not obliged to have favourable reviews. If you think a book is poor, then by all means explain why. Members and non-members alike are welcome to suggest books for review or to submit reviews.