



From the Editor

Welcome to the annual ARCLIB Newsletter. Thanks to all those who contributed articles & photographs of the wonderful 2013 York Conference. If you were there, these will be a reminder of the marvellous time we all had. If you weren't, you will get a flavour of what you missed and may be feel motivated to attend the 2014 conference. See page 2 for the programme and how to book. Ken Worpole gave an illuminating talk at ARCLIB 2012 on new public library architecture in the UK and his book *Contemporary Library Architecture: a planning and design guide* was published last year – thanks to Catherine Tranmer for her comprehensive book review on page 12.

This is my last hurrah as ARCLIB Newsletter Editor. I have had five happy years in ARCLIB and will miss you all terribly.

As it is yet to be determined exactly what I will be doing jobwise after July however, this seems an opportune moment to step down.

Very best wishes,
Richenda

rgwilt@ucreative.ac.uk



Richenda Gwilt

From the Chair

As we have survived winter and the days are lengthening, we can now look forward to sitting down and enjoying a good read that is our, reliving the best moments of our 2013 conference and looking forward with anticipation to the warmer and brighter days of spring and summer that will bring us our Spring Visit and Annual Conference.

The feedback from our York conference was very positive, your Committee is very happy that you enjoyed it. I would very much like to thank all Committee members for the organization of ARCLIB 2013, with an extra special thanks to our treasurer Sarah Nicholas who played the lions part in the organization.

In your feedback, you've asked that the next London Spring Visit Take place in the Olympic Park, so please look out for a Meet-o-Matic request I will send out soon to determine a suitable date. The committee has visited our 2014 Conference organizers in Cambridge, Tanya Zimbiev and Susanne Jennings. One thing we all agreed is that undoubtedly it



Chair: Carla Marchesan

will be very difficult to match this forthcoming conference, which is going to be extraordinary in terms of location, accommodation, content, speakers...many thanks to Tanya and Susanne for their efforts!

Joan Shaw, our Membership Secretary and Web Developer of countless years, has been very lucky to have been offered early retirement. Although we are very happy for her, we are also very sad to see her go, both because over the years all of us in the committee and the group have come to rely on her help, support and friendship, and because she leaves behind some huge shoes to fill. Her roles will be split in 3 or 4 parts and we hope to have them filled before she leaves us. I hope that we will have the opportunity of sending Joan off in style and much celebration of her contribution to ARCLIB, but for now, I want to start by saying THANK YOU from all of us.

Happy reading,
Carla Marchesan
ARCLIB Chair
Carla Marchesan

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Editorship up for grabs

If anyone is interested in taking over the ARCLIB Newsletter editorial role please let Carla know at:

Carla.Marchesan@princes-foundation.org

ARCLIB Conference 2014: "Beautiful Libraries"

This year's conference will take place at Queen's College, Cambridge on 9th-11th July 2014

Programme



LECTURES/TALKS

Keynote Lecture: Dr James Campbell (Cambridge) on "The Most Beautiful Libraries in the World"

Dr Samuel Kimbriel (Nottingham) on "Beauty and the mind" followed by interactive group discussion

Ms Mary Ann Steane (Cambridge) on "The Aesthetics of Library Lighting from an Architectural Perspective: Some Practical Considerations"

Professor Deborah Howard (Cambridge) on "Working as an Academic Researcher in Beautiful Italian Libraries"

CASE STUDIES

"Architects, Librarians and Readers: Do the Lines Join Up?"

1. Ms Dominique Ruhlmann, Trinity Hall (Jerwood Library)

2. Ms Chris RobertsLewis, Fitzwilliam College Library

3. Rt Revd Dom Geoffrey Scott, OSB, Douai Abbey (Reading)

a. Presentations b. Panel questions and discussion c. Group(s) exercise: Design a specialist library (3 'commissions')

LIBRARY SPACES: REAL AND VIRTUAL

1. Ms Bryony Ramsden (Huddersfield) on "What's a library for? Ways of seeing things differently"

2. Dr Emma Coonan (University of East Anglia) on "Knowledge Architecture of the Mind"

3. Mr Huw Jones (Cambridge University Library) on "Representing the real: architecture and aesthetics in the digital library"

PRESENTATIONS/WORKSHOPS

1. Mr Edward Cheese, Conservation Manager for the Cambridge Colleges

2. Conservation Consortium & Ms Elizabeth Bradshaw, Conservator.

TOURS AND TOUR GUIDES

1. Wren's Cambridge including a tour of the Wren Library at Trinity

2. Behind the Scenes at the UL: The Royal Commonwealth

3. The Parker Library at Corpus Christi College

4. "Beauty in the Abstract? Concrete Cambridge or Confronting Brutal Architecture"

Sponsorship:

Heffer's bookstall and discounted offers + Heffer's vouchers on books including James's Campbell's book 'The Library'

To book your place, navigate to conference booking:
www.arclib.info



The Road to Utopia: librarians enhancing employability

Richenda Gwilt



Richenda in full flow

As librarians, most of us will have a sense of how our skills can enhance students' information literacy. But can librarians also strengthen students' employability? Might we picture a complete student journey which maps cognitive skills to the research process and, in turn, to employability?

So by mapping the elements of the research process, the wheel provides an effective template for learning facilitators when planning sessions with students. It relates evaluation exercises to learning objectives. Rather than simply asking students if they found the session 'helpful', a librarian might ask questions that gauge whether or not they have met learning objectives.

The framework now operates with 75% of courses. Evidence of its effectiveness is shown by feedback from OFSTED commending UCA on its coordinated approach to student support. Additional advantages are staff development and articulating the value of what the library contributes.

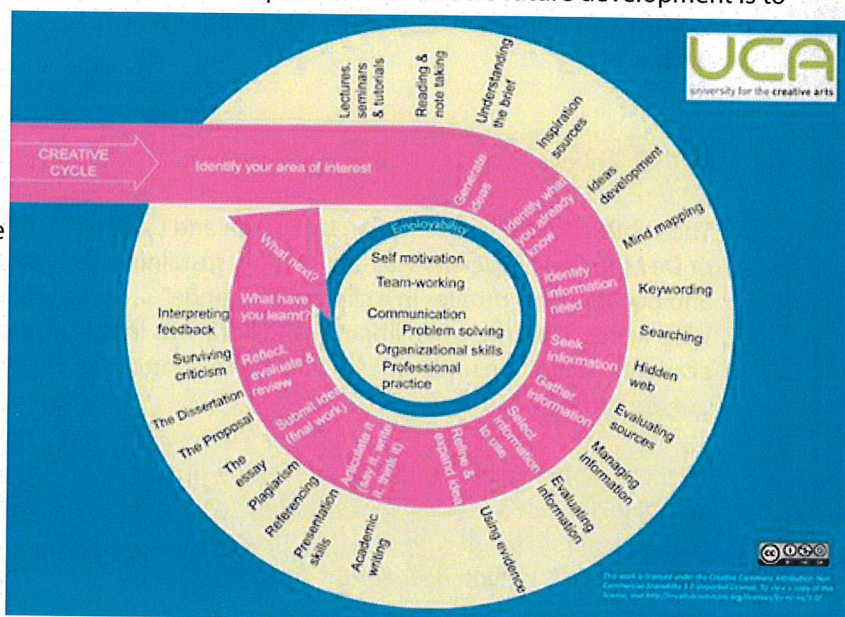
At UCA, a task group of academic staff, librarians (including ARCLIB's Richenda Gwilt), study advisers and dyslexia advisors came together around these issues. They wanted to change the way information literacy sessions are articulated, making them less prescriptive and rigid.

They examined how to best provide flexible support at the point of need, looking at how sessions are offered, to whom and when. Relating the content and delivery of sessions to course learning outcomes became crucial.

The team formulated an Academic Literacy and Development Framework as an aid to planning for librarians and study advisers. It links employability and the development of cognitive skills to the work currently done. Significantly, the framework can be represented not as a traditional grid but as a wheel, an image of motion, change and flexibility.

The wheel has a (cream-coloured) outer layer comprising the nuts-and-bolts skills crucial to learn in order to be a successful student and a (pink) inner layer made up of the skills needed for researching and producing work. A student's own journey drives the creative cycle so that both inner and outer layers effectively turn together. They resolve into an inner hub of 'employability', which includes values such as self-motivation, team-working, communication, and problem solving.

An option for the wheel's future development is to



develop an interactive version, eg. clicking onto an element to open-up further support.

"Like a circle in a spiral, like a wheel within a wheel..."

David Sheldrick
The University of Greenwich

Planning for post-war London: Ros Croker

Goldfinger's vision for Shoreditch by Ros Croker, RIBA - British Architectural Library.

Ros entered into the real spirit of Pecha Kucha with her fabulously visual presentation of Goldfinger's vision for Shoreditch. Timed to perfection (well almost!) she shared with us the labours of her delve into the RIBA archives, informing us of Goldfinger's vision for the family unit at the heart of the city neighbourhood.

Goldfinger's style aimed for colourful, visual impact and you can see why people at the time were inspired. He set the image of slum clearance in Shoreditch against the colour-coded jigsaw of a new place, drawn together with gently growing green spaces. In his new vision there was little reference to existing buildings, instead a blank canvas representing a new future with no pre-war identity was presented to coax the war heroes home to a fresh start.

Images from Ros's presentation can be found on the RIBApix website - just search for 'Goldfinger and Shoreditch'.

Colleagues at the V&A recognised the potential of Ros's investigations and she will be leading a more in-depth, 'special event' on 17th September, Planning for post-war London: Goldfinger's neighbour unit exhibition. Unfortunately, Library inductions won't permit me to attend, but for anyone nearby, this lunchtime event is must!

Greta Friggens, University of Portsmouth.

Keeping up appearances in a climate of change: Sharon Laverick, Carol Keddle

The subtitle for this presentation by Sharon and Carol of De Montfort University was "promoting, sustaining and boosting our profiles in a climate of change" ... Wise words at a time when libraries and librarians in the academic sector are under fire by those who control the purse strings.

Taking their own experience as a case study, Sharon and Carol revealed the way in which they rose to the challenge when faced with moving premises. The scenario: a £55 million new design and a suddenly defunct 1960s building which necessitated moving to a temporary accommodation. This would seem a straightforward proposition save for the fact that students would now face a walk some fifteen to twenty minutes from the main campus.

How to provide an incentive for students to justify spending time, energy and effort to make the trek to the library? The two librarians put their heads together and came up with a strategy which would raise the profile of the library by means of internal marketing (updating all staff in order to manage change as well as organising a tour for users).

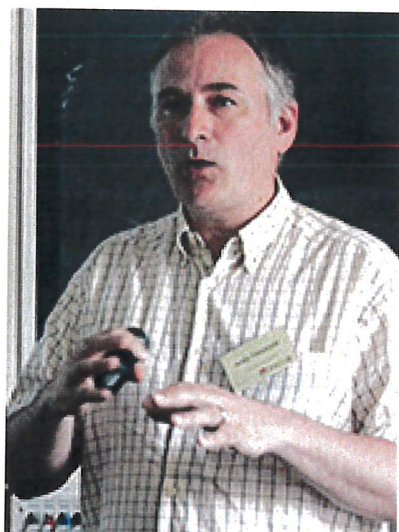
They also factored in the need to ensure that academic staff were, so to speak, on the same wave-length as themselves. Supporting students was met in a number

of ways including embedding library user-education sessions within the curriculum. Workshops were tailored around students' needs on a one-to-one or group basis. Engagement also included the creation of an online module aimed at covering all the basics. The model they created proved to be an excellent means of transforming an uncertainty into a success. This was all undertaken with huge enthusiasm, good humour and a basic instinct to survive at all costs.

Thanks to a refusal to be cast down when confronted with change, Sharon Laverick and Carol Keddle rose to the challenge. Their example is an inspiration to all of us as architecture library professionals not to be defeatist. Instead, they have demonstrated that change should be perceived not as a threat but as a challenge. Only by adapting will we retain our collective professional spirit.

By Tanya Zimbiev & Susanne Jennings
University of Cambridge

Don't Mention the G word: Andy Tattersall



Andy Tattersall

The University of Sheffield provides staff and students with Google Apps for Education <http://www.shf.ac.uk/cics/googleapps>

Andy explained why the university chose Google Apps.

With 25,000 students and 6500 staff the previous university platform

wasn't adequate. Staff were using free applications and third party tools such as Drop Box instead; bandwidth and storage was insufficient; and data backup was limited and unpredictable. With a lack of social and cloud based applications on campus, there was also demand for better communication tools and social platforms. Existing applications were inflexible, dated and costly.

Many universities have opted for Google Apps for Education. As well as providing a brilliant teaching tool, Google's web interface is very good. The agreement includes Email, Calendar, Sites and Drive. Other free Google apps such as Blogger, Scholar and Search are also integrated.

In this talk, Andy described his 'Google Journey'. The University of Sheffield moved to Google in 2011. Prior to that some of the Google tools were introduced gradually, in 2010 for example moving their enquiry desk form to Google Forms which enabled complex enquiries to be logged, made easily accessible and collated into a

spreadsheet. FAQs could be created and statistics easily gathered.

There is some mistrust of Google because of the advertising but Google Apps for Education doesn't contain any sponsored adverts. It does raise the profile of Google but the Google tools are excellent, allowing you to do many things differently.

Staff and students use the same platform which is University of Sheffield branded. Various members of staff at Sheffield were Google champions, which helped promote it. Google has allowed staff to create quick websites, and embed YouTube and Calendar. It features instant chat and virtual meetings using Google 'Hangouts', which enables webinars to be broadcast.

Andy was extremely positive about Google Apps for Education saying its use has helped to build a

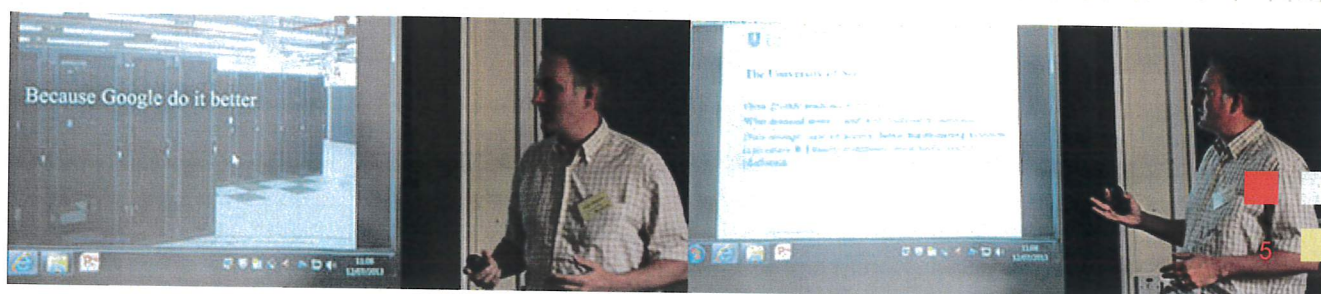
Google Apps for Education at the University of Sheffield



community within the institution. He concluded by saying: "In essence, as Google moves forward, so does the university". It made some of us wish we had Google Apps for Education within our home institutions!

By Elaine Cook
Manchester Metropolitan University

Andy Tattersall



'Can't afford them – Can't afford to do without them – Architectural journals' Joan Shaw

This was a fascinating talk that was of interest to all ARCLIB members. It also chimed with a discussion in



Joan Shaw

the Open Forum discussion the previous afternoon on the role of ARCLIB as a negotiating body, and ways to encourage students to use printed journal holdings.

Joan began by referring to the lists of refereed journals on the ARCLIB website, based on Ulrich's periodicals directory, 2002. In this talk she gave an updated analysis of her research, comparing journals in API, Avery etc. to see which journals were the most frequently indexed and where the indexes overlapped. The categories she analysed included country of origin, language, ISSN, academic status, format information and prices. Her research involved comparing journals on two art and architecture databases, Art & Architecture Complete, and Artsource.

The results of her research were fascinating – there were 97 current titles which were the most frequently indexed. Joan felt that academic standing was an important criteria as architectural research is becoming increasingly important. Ways that journals indicate their academic

standing is by having peer reviewed articles, having a 'journal impact factor' (from JCR) or having formal citation reports. She said that of the 28 journals that were peer reviewed, only two have a 'journal impact factor', the London Journal and Planning Perspectives.

Besides journal formats changing, her analysis of prices was interesting: comparing 27 titles she found that prices had increased by 22% between 2008 and 2013. She mentioned how the UKRL Group had successfully negotiated prices with a publisher, threatening to completely withdraw their subscriptions if prices were not lowered.

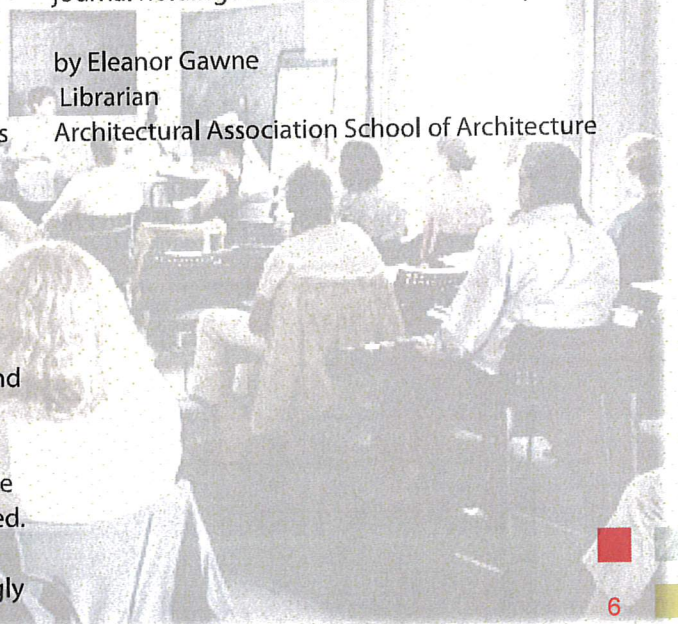
The impact of open access publications available through DOAJ, OAISTER etc. is also a new phenomenon that has an impact on journal subscriptions. Joan described how UK research funding bodies are now arguing that all research funded by them and published must be freely available or be put in an institutional repository.

Joan argued that our response to this research is to promote journal collections by showing their value, mentioning them in information skills sessions, putting them on social media and just simply displaying them.

We must also ensure that academics we work alongside grasp the issues relating to accessing journals, and above all, to stay informed. She closed her pacy talk by asking for volunteers to participate in keeping the research on journal holdings on the ARCLIB website up-to-date.

by Eleanor Gawne
Librarian

Architectural Association School of Architecture



Co-operation in the development of information literacy skills in undergraduates by Katy Wrathall

Katy Wrathall from York St John University introduced her talk, on working together with all parts of a



Katy Wrathall

university to get the best possible results, with a picture of geese all headed in the same direction. I am unsure as to whether they were wearing little boots or not, but getting everyone aiming for the same place is certainly a laudable aspiration.

Katy started by pointing out that "the Library" means different things to different people, if, indeed, the library-thing is still even known by that name at all. As librarians we often think we teach information literacy, prompting academics to regard it as outside their remit. These all form barriers to working together. People cannot co-operate if we do not share a common understanding. Does it matter what we call it? Information literacy, media literacy, digital literacy, new literacy, digital and information literacy, to name but a few. We will all have additional examples, but it is important that we do not lose, or disguise, the meaning in the name.

The information gathering process, information sieving as Katy referred to it, should not be about librarians doing it for others, however much quicker that might seem to be at the time. It should be about people

learning how to do it for themselves. The information object should not be viewed as a commodity which can be bought and sold, but as part of the complete retrieval cycle.

Katy then talked about A New Curriculum for Information Literacy (ANCIL), part of the Arcadia project at Cambridge (involving John Naughton <http://arcadiaproject.lib.cam.ac.uk/index.php>). This included a visualization of the skills acquisition process as a continuous spiral, indicating that we never finish learning them. This project can be used as an audit tool to discover what is happening throughout the whole institute and has been used by York St John, Worcester and LSE.

The results from the institutions were mixed. Worcester reported that people shared their thoughts and strove for collaboration. York St John's investigations revealed a belief amongst some that academics do not 'support' students, yet that, overwhelmingly, people thought that nobody owned information literacy outright and that everybody contributes to the various skills involved. LSE's ANCIL report can be found at <http://eprints.lse.ac.uk/48058/>

Katy addressed the wider implications of these investigations. How do we break down the existing barriers to collaboration? Perhaps by creating partnerships? This can encourage confidence amongst members lacking it (academics can occasionally be in this category as well as professional librarians). The added confidence can overcome a reluctance to join in with the teaching of information skills. Workshops in information skills (identification, explanation, learning processes and outcomes) can be provided as, for example, drop-in sessions, one-to-one, staff meetings, and invitations to training events.

This partnership also helps overcome a view that 'we' (library and information professionals) do not 'fit' into the traditional academic teaching process. Katy's message here was: just keep at it. Target workshops for students with Careers advice departments, for example, or with the timing of the first assessed piece of work, with follow up sessions after they have received feedback.

continued...

Co-operation in the development of information literacy skills in undergraduates continues...

It always needs to be said that a contributing factor to the success of these initiatives is the extent to which they are embedded in the online environment. A couple of examples that Katy referred to are SMILE, a blended approach from Glasgow Caledonian University (http://www.gcu.ac.uk/library/SMILE/Unit_1_vers3/start.html) and PILOT, Postgraduate Information Literacy Online Tutorial, available on the University of Worcester's Blackboard system.

We do not need to be restricted to one particular model, methodology or method. We are at liberty to take the best and most successful experiences from everyone willing to share. Katy referred to a comment from George Bernard Shaw: "I'm not a teacher, only a fellow traveller of whom you asked the way." We must remember that we are all learning, all the time. We can and do learn from those we teach as well as each other.

Katy was warmly thanked for an excellent and stimulating presentation that opened the conference proceedings.

Philip Pearson
Courtauld Institute of Art

Free Marks! Assessed online information literacy for first years



Emma Delaney

The University of the West of England has recently reorganised into just four faculties and at the same time reduced the number of modules taught; new staffing structures have also been introduced.

Feedback from last year's National Student Survey (NSS) revealed many students were unable to use online systems successfully; some students

had attended the same training session three times. The library at UWE brought in Summon. This changed the way teaching was done; staff went from teaching the tool to teaching the skill.

What skills were needed by which students? This was to be determined by a new online workbook which was introduced as part of an information literacy 'bundle' leading to a Blackboard based test. Academic staff involvement was maximised by promoting the 'bundle' throughout the university using champions and by linking with specific modules and coursework.

The key elements needed to get things up and running were: access to Blackboard; suitable topics for exercises; a slot during lectures to promote; and a date for the online test.

Obvious student benefits were no 'boring' library sessions, increased learning at their own pace, and a clear connection between information skills and student course work.

The project started with a storyboard followed by a power point, the web pages were then finalised using Dreamweaver.

The results were impressive; over five-hundred students used it with a high success rate, many scoring over seventy percent. Student feedback revealed referencing to be the most popular element, whilst the video element was revealed as the least popular.

It was however, observed that students did not engage with the social media element and Box of Broadcasts did not integrate well.

The aim is now to expand the project to core modules within the other three faculties.

By Michael Veitch
London South Bank University



Ludo Sebire

Why I attend Architecture lectures by Sarah Nicholas

For the last three years Sarah has attended lectures along with the students in the School of Architecture for one module. Unlike the students, she has not taken the exams!



Sarah Nicholas

The original intention was to attend only this module, but it proved so useful and enjoyable, that Sarah has continued, following up with 'Issues in Contemporary Architecture', a third year module chosen for the broad, sometimes multi-disciplinary, nature of the subjects it covers and then a second year module, Cities and Landscapes. This module makes heavy demands on the library with an extremely long reading list.

The varied benefits from this have improved the service the library provides. Many additional reading lists and book recommendations, not previously notified to the library, have been handed out in lectures. Fortunately it transpired that most of the books were already available in the library, but some further purchases have been made as a result. Sarah has observed some fantastic teaching and seen that academics suffer the same anxiety as we do when teaching. It has improved her engagement with the academic staff and she has even been asked for feedback.

From the student's perspective, Sarah has gained a better understanding of their needs and workload. This has led to her changing her delivery style when teaching to be more compatible to the School's, using terminology that students will relate to, making greater efforts to encourage conversation in workshops and encouraging a relationship between the School of Architecture and the Library.

Sarah started by attending a first year module 'Architecture since 1940' because she had introduced an assessed annotated and critical bibliography exercise into this module in 2008, and felt that some background knowledge to what she was marking was vital.

Sarah now realises quite how visual the teaching is. Understanding the work patterns has explained the changes in usage of some books as they are needed by different groups.

Obviously Sarah has become a more visible subject librarian, always a good thing. In March 2011 she accompanied the first year undergraduates on their week-long study visit to Dublin. During this time they all got to know each other and Sarah is seen as more approachable.

It took a couple of years to arrange to attend lectures. Sarah's current line manager agrees that it is useful to her job and supported this to the extent that it is now written into her appraisal that she will continue to attend non-technical modules until she has covered all modules.

Some colleagues see this as a frivolous exercise, although one senior member of staff is talking about doing the same herself. Sarah works part time (3 ½ days per week) and mostly attends lectures in her own time. Certainly she feels that it is the ability to do this that has made it more attractive to managers. Also, having only one subject responsibility makes it a more practical operation.

It was clear from Sarah's talk how much she has gained from the experience and how much she has enjoyed it. In terms of personal development Sarah has learnt much from these modules and the study tour. Extending her horizons, she decided to attend a day's training on building regulations, has joined Year 2 undergraduates for a HVAC (heating, ventilation, and air conditioning) visit, assisted at the 2011 Royal Society of Architects in Wales annual conference and participated in some Twentieth Century Society architectural events.

On a personal note, I elected to write up this talk because the subject matter interested me. Having heard Sarah's experiences, I intend contacting the leader of a first year module taken by all students in the Bartlett and ask if I can attend next year's lectures with a view to improving the Library's support for new undergraduates.

Caroline Fletcher
UCL Bartlett Built Environment Library

'Constructive + Co-Operative' Teach Meet Style

Thursday's first session, 'Constructive + Co-Operative', concluded with short presentations from four ARCLIB members which provided food for thought around service and staff development topics.

Michael Veitch of London South Bank University gave a rapid overview of 'South Bank Skills Days', a series of all-day drop-in workshops which aim to reach those students for whom lecturers have not booked formal inductions. Run once a week from November, in a computer suite, the workshops each cover a specific topic e.g. referencing, and invite students to work through a workbook at their own pace with library staff on-hand to support.

South Bank students have embraced the flexibility that this drop-in format and 'takeaway' printed material provides. Staff have reported good attendance overall (up to 160 in one day), with students staying for varying durations throughout the day, and excellent feedback has been received. However, this approach is not without demands on resources.

Michael cited printing costs and co-ordinating staffing as the most significant challenges, although the workbooks are attractive and easy to update, and this approach is evidently worthwhile for delivering information literacy tuition at scale.

Meanwhile, Sarah Nicholas of Cardiff University has been out attending architecture lectures, and used her slot to give a quick-fire pitch as to why. The phrase 'preaching to the converted' sprang to mind, although the slant of her presentation will make it a valuable resource for anybody who needs to persuade others of the benefits of this approach.

These have included: improved collection management (through better understanding of user needs), improved student engagement (through greater visibility and approachability), improved teaching (through observing lectures alongside the students), and improved relationships with teaching staff (through informal discussions and greater contextual knowledge). Following Sarah's presentation, Daphne Chalk-Birdsall of London Metropolitan University demonstrated how social media can be used as a quick and easy way to deliver guidance around library resources and services.

Inspired by an internal 'Alternative Technologies' course, Daphne used social media channels to overcome the problem of numerous students contacting EDINA about their Digimap logins after Library inductions had been squeezed out of their schedules. In order to rapidly reach the students where they tend to spend their time online, Daphne's team promptly created screencasts to explain the registration and login process, and then shared them seamlessly via Twitter, Facebook, blogs, and email.

This avoided potential issues around access to university systems such as Blackboard, did not require any formal training, and proved to be a low-cost solution for delivering bite-size information literacy resources to a large audience in a timely and responsive fashion.

Finally, Geoff Morgan of Oxford Brookes University reported on his experience of completing the Associate Teaching Course. Accredited by the Higher Education Academy, the course includes a micro-teach, a multimedia reflective exercise, a 2000 word essay and some wider reading, and is mainly attended by researchers and associate lecturers.

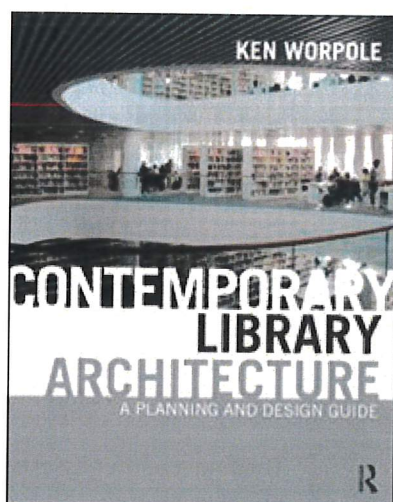
This presented an excellent opportunity for networking, as well as professional development, which Geoff duly seized by using his 10 minute micro-teach to discuss and promote the role of the subject librarian, opening new conversations and raising awareness amongst faculty colleagues.

This has noticeably improved relationships with his faculty, and increased opportunities to teach information literacy. Meanwhile, Geoff reported that the wider reading around teaching helped to expand his own knowledge, and emphasized that this was all manageable alongside full-time work with only a small amount of leave.

Some inspiring presentations to digest over lunch and share with colleagues! Lessons from all four could be applied by librarians across the disciplines.

Samantha Appleyard
Kings College

Book Review : *Contemporary Library Architecture: a planning and design guide* by Ken Worpole



Over the last half century or so we have seen fundamental changes in the role of libraries and the ways in which they operate. The traditional collection of physical materials (printed or otherwise), whose exploitation on behalf of the library user looking for information could

best be undertaken by library staff, has given way to a world overflowing with information freely available and accessible to users outside the library building, and the librarian serving as navigator or instructor in knowledge handling.

The rapid development of electronic information resources and new media has been accompanied by the expansion of tertiary education and more choice in leisure and entertainment. In view of this the relevance of the public library today has often been questioned and many prophecies made about its demise.

Indeed today, with competition from the internet, e-books and cheap reading materials, music and films, public library statistics for loans and user visits continue to fall in most areas except children's book loans, leading to some financially beleaguered local authorities in the UK seizing the opportunity to cut the opening hours of smaller libraries, or in some cases close them down.

In academic libraries usage is more stable, as these serve a restricted audience following accredited courses. But in both arenas developing libraries in parallel with modern social patterns while safeguarding them at the same time is seen as imperative to avoid losing our cultural heritage altogether.

Ken Worpole is well aware of these issues since he has studied and written about libraries and their place in society for over 20 years. His interest in architecture and design as agents or reflectors of social change has led to this latest thoughtful volume on contemporary library

architecture which is designed to serve as a planning and design guide for librarians and architects among others.

The book features selected case studies of outstanding library buildings, many of which are from beyond the UK, but what strikes the reader is the large number built (or substantially extended) here in the UK in the last few years, in spite of public spending cuts. Most are in urban areas, and therefore act as excellent contributions to urban renewal.

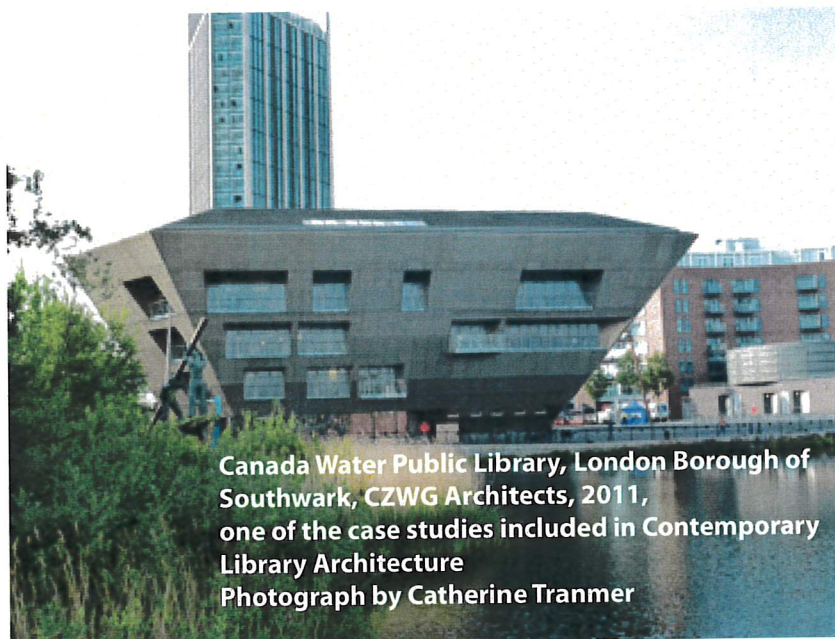
The book concentrates on public and academic libraries because, as the author states, these function as meeting places for people as well as cultural centres and storage for the collections they house. Rather than merely looking at the history of library buildings, the author looks at the library's place in our history and examines how these new buildings, many of them iconic, reflect the way libraries meet the needs of today's users. It examines differing philosophies of 21st century libraries, both public and academic, as offered by current writings and policies.

I particularly liked the useful tables which contrasts the characteristics of traditional and contemporary libraries. Given changes in architectural and building practice to accommodate energy conservation, natural lighting and ventilation, the library's physical form has changed considerably. Additionally the growth of information technology has resulted in the proliferation of electronic service points for both stock management and resource use, requiring spaces to be more open plan, flexible and user friendly.

Planning the library as a social, cultural and community centre has also embraced the provision of meeting rooms and lecture theatres, on one hand and carrels for private quiet study on the other. Worpole sees the new library as 'the living room in the city' - more democratic, oriented to the age of the internet and available to those independent users who want to use its space and comfort over a period of time, rather than simply to exchange books.

Continued on next page

Book Review of Ken Worpole continues...



Canada Water Public Library, London Borough of Southwark, CZWG Architects, 2011, one of the case studies included in *Contemporary Library Architecture*
Photograph by Catherine Tranmer

A chapter on developing a brief for a library building includes creating a project management team with examples of good practice, pointers for working with architects and advice to learn from others' experience. The 'location, location, location' chapter which follows emphasises its importance in relation to library use, and points up how the quality of the building's interior, in terms of light, space and colour influences the overall ambience of the building.

Other considerations follow, one of the most important being legibility – the quality of visual reference points and signage. The special needs of children and young people are briefly considered, the former group a growing constituency for public libraries the latter probably the subject for further investigation (disability needs are covered previously when preparing a brief).

The past twenty years, Worpole claims, has been a golden age for library architecture, with innovation on both outside and interior, and the 22 case studies given plus the additional examples throughout the text do support that claim. Several of those case studies and examples are award-winning schemes by some of the world's best design practices. The case studies are presented in a standard format which allows easy comparison, although I should have preferred the awards or prizes to be itemised more prominently rather than in the building description or photographic caption.

Nevertheless, these case studies will be invaluable to anyone preparing a scheme for a new building. A particularly useful chapter addresses what can be learned from the case studies, and considers post-occupancy evaluations of buildings, which seem to be sadly lacking in the library world. The author suggests 15 questions which should be addressed in any POE, giving a framework for noting problems after completion.

The final chapter asserts that libraries do have a future, although in a very different format to what we have been used to seeing. The advantages of having a 'destination building' public amenity in the heart of a mainly retail and commercial environment, (or as a meeting place and hub of activity in an

academic one?) are highlighted, but so is the wisdom of creating a library to meet the needs of a specific locale and set of circumstances, with the flexibility for changes in use and activities. ish, develop and reinterpret rather than invent anew'.

This book is well-presented and richly illustrated with appropriate photographs and plans, and supplies a useful bibliography. Some information on the usefulness or otherwise of existing standards such as ISO/TR 11219:2012 Information and documentation - Qualitative conditions and basic statistics for library buildings might have been helpful but this is a minor quibble in what is an enjoyable and informative book.

It will find an enthusiastic audience among architectural practices (and students) and maybe even more so among librarians faced with the challenge of a new building. The author's enthusiasm for his subject is clear – he loves libraries and wants his readers to love them too. There can surely be no better starting point when planning a new library.

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Pictures from the /ARCLIB 2013 Conference , York

