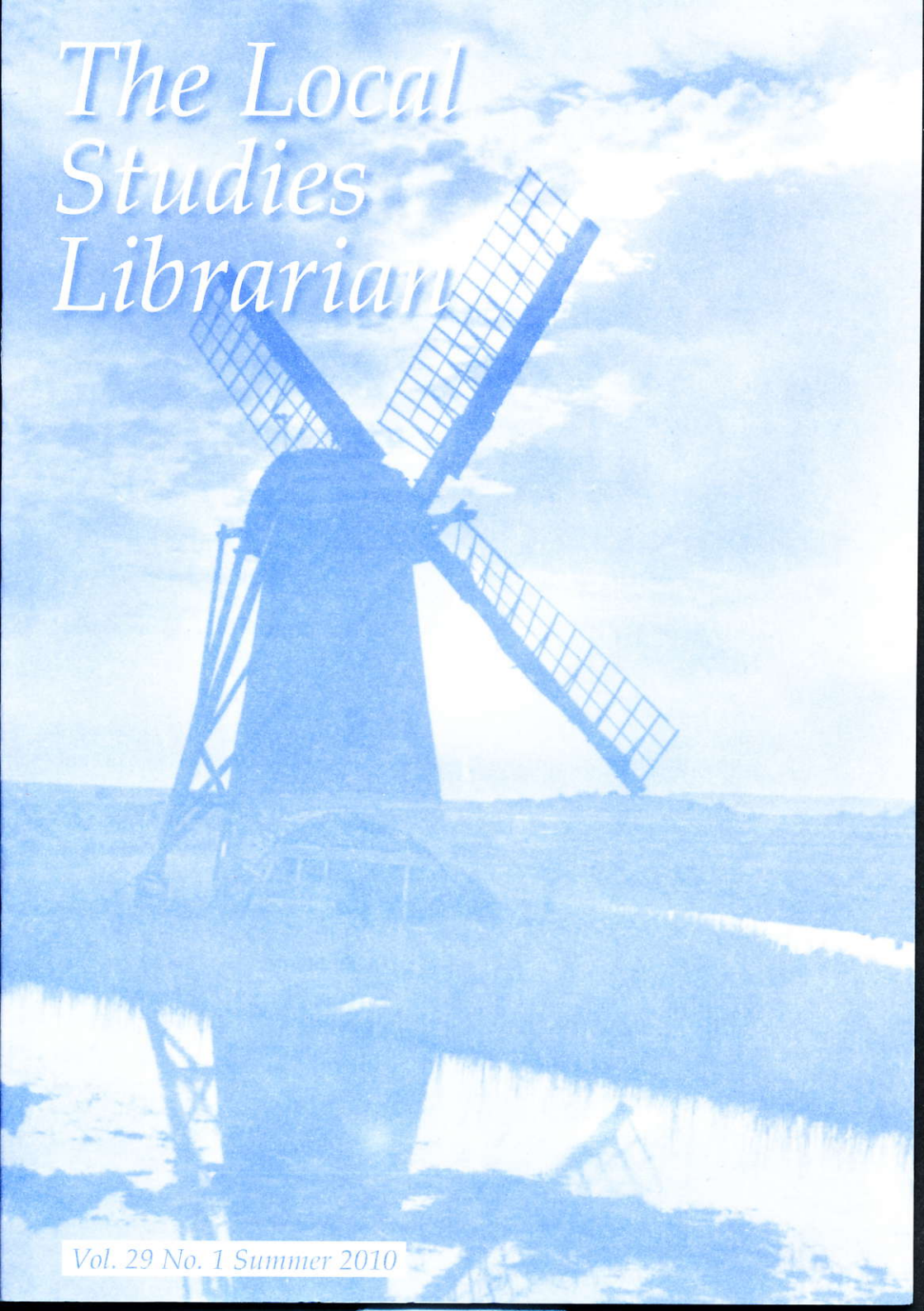


The Local Studies Librarian



Vol. 29 No. 1 Summer 2010

The Local Studies Librarian, the official journal of the Local Studies Group of the Chartered Institute of Library and Information Professionals (CILIP), is published twice per year - Summer and Winter. It is issued free to members of the group. Annual subscription to non members is £6.00 U.K. and £8.00 overseas.

Editorial matters, distribution and advertising:

Ian Jamieson, FCLIP
12 Grenville Drive,
NEWCASTLE-UPON-TYNE,
NE3 5PA
E-mail: imjamieson@c-pac.net

Subscriptions and Remittances:

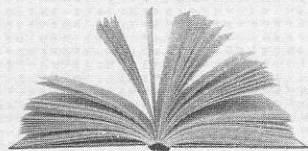
Anne Sharp BLS MCLIP
Hon. Treasurer, LSG
South Tyneside Local Studies Library
Central Library
Prince Georg Square
South Shields
TYNE & WEAR NE33 2PE
E-mail: anne.sharp@southtyneside.gov.uk

Cheques to be made payable to Local Studies Group.

CONTENTS:

Editorial	1
Oral History in the 21st Century: linking universities and communities	2
Developing The Local Studies Workforce: a new qualification	8
The Local Studies Librarian -Into The Future	14
Cilip Local Studies Group - Mission Statement	15
BRICMICS	16
People	17
LSG Website and BLOG: recent developments	18
Local Studies Group Committee 2010	21
From Our Sub-groups	22
Have you seen?	23
Notes and News	24
Joe Fisher 1925 - 2010	26
Awards for Local Studies Librarians	27
Alan Ball Local History Awards Entry Form	29

Cover Illustration: *Mill on Walberswick Marshes*
Courtesy: *Southwold Museum*



Riley Dunn & Wilson Ltd.

Specialist Bookbinders & Paper Conservators

Binding and Rebinding

Our services encompass all types of library binding including the rebinding of reference books and the first-time binding of periodicals, minutes, newspapers and registers. We can also extend the life of your collections by converting paperback in to hardback books.

Conservation and Restoration

Led by John Penman (RMSA, ACR), our trained conservation team have the proven expertise, experience and resources to ensure your books and paper-based documents will endure for future generations and our professional hand binders can produce beautiful, bespoke bindings to give your collections the finish they deserve.



Collective Trade
Mark of PACR
Accredited
Conservator-
Restorer

Disaster Planning and Recovery

We can provide disaster planning and recovery services to help you prepare for and mitigate the effects of fire, flood, natural or man made disaster. In the event of your collections being damaged we can offer salvage, storage and restoration services and will work to have your collections reinstated in the quickest time possible.

Scanning, Digitisation and Facsimile Reproduction

Produce facsimile and digital copies of documents to increase access to collections and preserve original copies of valuable or antiquarian books and documents. We can produce scans with minimal intrusion to original documents and where this is not possible; our skilled binders can carefully disbind the book before scanning.

Red Doles Lane, Huddersfield HD2 1YE

Tel: +44 (0)1484 534323

Email: info@rdw.co.uk

www.rdw.co.uk

Almond Court, Falkirk FK2 9HT

Tel: +44 (0)1324 621591

Email: enquiry@rdw.co.uk

EDITORIAL

The LSG Committee has been considering where the Group goes from here to make sure that we continue to provide a service for local studies librarians in today's circumstances – financial and workwise. To this end we have agreed a Mission Statement ready for use when asked to do so – perhaps to justify our existence. You will remember that we have also produced a much more detailed list of Aims and Objectives, published in our Summer 2009 issue. Together these should help people clarify their thoughts in for instance defining staffing needs or perhaps when they go into a new situation such as a local studies centre along with archivists and museum staff.

In the light of modern technological developments it is natural that the Committee wish to emphasise to members the importance of the LSG website, both to disseminate information and to allow members to communicate with each other. Our web editor, Tracey Williams, has established a series of case studies summarising initiatives from individual libraries, with a contact address: these are under the heading 'Initiatives'. She has also introduced a blog, on which members are invited to contribute. Tracey tells about these developments in her article. You should also note that CILIP has introduced a facility on the website for some material to be restricted to members only, and to access this information you must register. So far less than half of LSG members have done so, and will therefore not be able to access some material from LSG.

A further development related to the website is its ability to publish documents efficiently, and this directly affects *The Local Studies Librarian*. The Committee wishes to maintain our journal in printed form, but increasing costs, particularly for postages, have made this difficult. We know that many members prefer a printed journal, and that some have no easy access to a computer, so the committee proposes to produce one printed issue a year, and there will also be two issues published electronically. Terry Bracher writes about these changes.

Education for non-professional assistants in local studies has always been a problem, as the NVQ qualifications do not meet their needs in this field - there are no specific qualifications for local studies. A new qualification has, therefore, now been developed aimed at assistants working in libraries, archives and information services which allows staff to take optional units in local studies. Jill Barber tells us about this in detail.

Much of this issue seems to be about our own housekeeping, but all of these topics are vital to our efficiency in the future - and therefore our ability to serve the public properly.

Finally: **use our website regularly** and **register with CILIP as a member.**

ORAL HISTORY IN THE TWENTY FIRST CENTURY: linking universities and communities

Stephen Caunce

Oral History has been making a noticeable contribution to historical research in this country for five decades or so by recording and using reminiscences. Elsewhere, oral traditions passed from person to person may still form the main way of preserving the distant past, but most western uses are quite different, involving the collection of memories of personal experience instead. Its success was largely due to initiatives from outside academia, often based in libraries and museums, which makes it one of the most democratic strands of history. Academic wariness stemmed partly from the name itself, for 'oral' clearly indicates spoken reminiscences, and not documents, while 'history' implies that those reminiscences constitute in themselves an acceptable general account of the past. Let me stress, however, that the typical academic historian does not exist, and there is certainly no official 'line' on oral history. Today, I would say that while a few still condemn it utterly, the majority accept it in some form even though few actively involve themselves in it.

In fact what gets recorded is *testimony* which forms a distinctive addition to the evidence base that historians draw on, not a shortcut that replaces traditional scholarship. Few people, after all, can spontaneously recount their lives in a carefully organised and coherent manner – I certainly cannot. Therefore, even seeking straightforward autobiography involves editing to produce a readable text, probably on a massive scale. Indeed, no-one can give trustworthy evidence on anything they have not experienced directly, as courts of law recognise. Therefore, no single account ever forms anything like a rounded history, but acknowledging such limitations in your evidence is part of the research training all professional historians receive. More seriously, such accounts do not offer precise descriptions of events and attitudes as they were, but our memories of them. The natural urge to go back as far as possible means they are often distant memories. We all forget things, and the police will readily confirm that eye-witnesses differ enormously in describing even recent events, which was why history generally cut loose from memory as an acceptable primary source during the nineteenth century. Why then turn back to it? Simply because the preferred alternative, written documents, only reflected the experiences of a select few people, and collecting evidence from as many people as possible prevents individual perspectives taking over in oral testimony.

Certainly my own interest developed as I finished my BA in 1969 because I felt that the ordinary families and towns that formed my own background had simply been overlooked in my studies. The massive expansion of the topics historians wanted to explore then showed a growing sense that history should be a common possession of all the nation. Moreover, the new

approach was popular, for though not everyone is interested in the past, generally people do like to reflect on how they and the societies they live within have developed. Although nineteenth-century professional historians had mostly restricted themselves to the development of European nation states and empires, and the internal and external conflicts that resulted, in fact *any* aspect of the human past is relevant (though in practice we split off investigations mostly reliant on excavation as archaeology). Indeed, history is actually unusual in the complexity and diversity of its subject matter: no other university subject has an officially-endorsed benchmark statement comparable to this one which deliberately avoids saying that any specific period or approach is so central that all history degrees must contain it.

Moreover, in the 1960s, technology solved the key problem with oral history for serious researchers – verifiability. Modern history claimed credibility because it worked from evidence that could be checked by others, but spoken memories could not meet that standard. However, mechanical recording meant that instead of writing things down as best the collector could, with readers asked to trust the accuracy of the results, memories were now preserved exactly as they were spoken, and could be archived and footnoted like a document. Today, digital recorders have simplified recording, and computers can store the results and make them directly accessible around the world. Increasingly, historians stressed the fallibility of documents, so oral testimony no longer stood out.

Moreover, historical investigation does not create some clear set of scientific laws that can be confidently written into text books. This is not adopt an extreme position that we effectively know nothing, because that is indefensible. This country now has an established historical framework that no-one seriously argues with, and there may be no absolute rights in history, but there are a multitude of clear wrongs: events like the two world wars clearly *did* happen. Academic historians therefore need to keep history in an active state, not just through new research, but by ensuring that what we know is refigured to remain relevant to a changing present. That in turn requires locating academics within a wider community of all those involved, potentially or actively, if we are to understand where oral history is today. I can best illustrate this through a diagram identifying four interest groups:



The point here is that academics possess neither ownership nor automatic leadership, but constantly interact with the others to determine what is actually achieved. This is a special case in that given the need to make recordings, those with technical skills play a much more active role than here than in most other methodologies, and the recordings themselves can be used by the media. Despite this the role of technology must be kept in perspective if historical research is the prime goal. What historians want is *information*, and as long as it is audible and credible, they will use a recording that could never be usefully be played to an audience. Thus, if a seventeenth-century diary full on information was to turn up, no-one would advocate throwing it away because the cover was missing and rats had chewed the edges, or if the writing was hard to decipher. It is a real plus for oral history that recordings can engage and delight an audience, as I can personally testify, and everyone should get the best results they can, but to refuse to make a recording just because the equipment available is poor seems indefensible to me. Moreover, it is possible to clean up poor recordings very effectively today.

The other two corners also play crucial roles in this country because of oral history's heavy involvement in social and cultural investigations of ordinary life. The general diversity of history has preserved non-professional involvement at levels that have few parallels in other subjects, but as noted before, they are particularly significant here. In this country especially, the importance of local history in the development of our national take on the past is much underplayed in my view, and there have been superb historians outside the universities. I have drawn enormous inspiration, for instance, from the research of William Crump, a teacher in Halifax whose botanical interests led him via landscape history to an amazingly sophisticated understanding of the complexity of the early roots of modern industrialisation in the Pennines. Calling them amateurs may bring negative connotations when the intention is to recognise that many active researchers work purely due to personal interest. Such people prevent academic historians cutting themselves adrift and listening only to each other. Such introversion leads to overemphasis on technique and point-scoring, and private languages develop that only insiders understand.

My perception of this situation explains my decision to work in museums after leaving university, and I maintain it today by giving talks to societies, a very enjoyable process. I find that the results of my PhD thesis on Yorkshire farm horsemen can be put over with equal clarity and interest in village halls and international conferences, as long as you are sensitive to your audience. I also feel that in a time of enormous and fundamental social change, the need for a widely-based recording project has never been more urgent, and the possible range of topics is vast. Take, for instance, childhood, something very much in the news for many years now, with debate about both abuse of all sorts and whether children grow up far too fast. Many

commentators contrast our current state with the past, yet a lot of what is written is effectively wishful thinking, and I would say that museums do a very poor job in this area.

Thus, the average childhood gallery is dominated by displays of toys, dolls, special clothes and nursery furniture, usually from the late nineteenth and early twentieth centuries. However, even a moment's reflection should tell us that this reflects a tiny fraction of the population. Nurseries were extremely rare, and the overwhelming majority of children simply played outside the house, in groups rather than as individuals. They filled their time with games played to traditional rules, learned from other children, and had little to do with their parents – my generation was still largely told to go out and play and just to come back for meals, even in poor weather. Women had too much to do and fathers were out at work. Equipment for games was generally gathered together rather than bought, and in my experience ranged from stones that could be used to mark arrows on pavements for tracking to old, bald tennis balls and home made guns and vehicles. The latter had a multitude of local names such as trollies, bogies, go-carts and so on. I have several times remarked during talks that the greatest wish of most ten-year old boys around 1960 was a functional set of pram wheels with which to build such things. Bought toys existed, but in general they soon got very battered and even broken. Iona and Peter Opie showed that even very young children can be interviewed with great results on this topic, and there is no other way of recovering the reality.

Taking this further, my PhD research ended up dealing with the transition from childhood to adult status in the rural East Riding of Yorkshire. This was entirely due to following up unexpected material that came out of my first oral history sessions. I had got interested in the old horse economy while working every summer for many years on grass-cutting gangs for my local council, and listening to the older men who had often worked on farms and evidently knew all about horses. There was very little in print about farm workers then, and what there was focussed on southern England, including the pioneering oral history work of George Ewart Evans, another non-academic who I found inspirational. I never drew up a formal questionnaire, but even so the early interviews overthrew everything my reading led me to expect. Whereas southern horsemen were middle-aged or older, and enjoyed a high status, Yorkshire boys looked after horses on leaving school aged twelve or thirteen. Hired for a year at a time, they received no wages till the year was up, and were lodged and fed on farms. They were called farm servants, and further research showed surprisingly few teenagers lived at home before 1800: in his influential book *The World We have Lost* Peter Laslett said that this system was one of three distinctive aspects of early-modern English society – and here this lost world was, still recoverable in the 1970s by talking to men who had lived that way of life.

I remain proud of the book that came of all this, but very conscious that my academic role was to follow leads, like a detective, and to make a wider sense of what emerged but not to impose some expected pattern. Leaving it as a collection of evidence would still have been worthwhile since everyone I spoke to is now dead. However, turning it into connected, meaningful social history meant combining it with more conventional approaches, and asking why the boys accepted this and what society got out of it. The latter was apparently a combination of a lot of work resulting from a very effective organisation of their duties (something McDonalds and similar enterprises have realised today) and also the control of a potentially disruptive element. Many parents acknowledge that their teenagers get on better with others than with them, and it is evident that most like spending time with others like them, while sheer hard work for twelve hours a day or more, six days a week, used up most of their energy. They got a sense of responsibility, and plenty of food. It was not an idyllic way of life in any sense, or one that could be revived today, but it worked then. You can see more about this, and read extracts from the interviews on the BBC local history website.

In museums, I maintained my interest as a minor theme, and the government schemes to help unemployed people in the 1970s and 80s funded a vast amount of oral history work, mostly outside the universities. I worked for Kirklees Libraries and Museums Service, based in Huddersfield, for a decade or so, and contributed a little to the foundation of the Kirklees Sound Archive, which is now a very impressive research resource. We also undertook more conventional museum work through the same schemes, and found local libraries excellent partners in providing research bases and venues for displays of social history that resulted. The disappointing part was that there were few links to universities, and although there is a sort of superficial goodwill, a functional rift still exists between most museums and university history departments, for no very clear reason. At the moment we at the University of Central Lancashire are trying to create bridges through modules that provide work placements and community history project teams, as well as encouraging students to base their final-year dissertations on topics of interest to museums and other groups. Certainly, it is a great shame for me that we have a lot of students who get far more out of their studies if a part of them is manifestly meaningful in the real world, and museums like that of the Queens Lancashire Regiment, or the new Ribble Steam Railway, can get jobs done that would otherwise be impossible. This includes oral history work, and we ran one highly successful project with the National Football Museum, for instance, which led to a display which ran for some time and has left them with an archive of football-related memories. Another, linked to a regeneration project in the Frenchwood district of Preston, has led to a booklet being published, including sections on childhood. When universities, libraries and museums work together, we can achieve a great deal even without huge resources.

Dr. Stephen Caunce is Senior Lecture in History, University of Central Lancashire

References:

Caunce, S., *Oral History and the Local Historian*, Longman, 1994.

Thompson, P., *The Voice of the Past: Oral History*, 3rd edn, 2000.

Howarth, K., *Oral History, a Handbook*, 1998.

Evans, G.E., *Spoken History*, 1987.

Caunce, S., *Amongst Farm Horses: The Horselads of East Yorkshire*, Alan Sutton, Stroud, 1991. The book that came from my thesis.

Caunce, S., 'East Riding Hiring Fairs', *Oral History*, vol. 3, no.2, 1975, pp. 45-52.

Caunce, S., 'Twentieth-Century Farm Servants: the Horselads of the East Riding of Yorkshire', *Agricultural History Review*, 39, 1991, 143-66.

BBC website –

http://www.bbc.co.uk/history/lj/how_to_do_historylj/preview.shtml

Look down the page for *Looking back in time*, and click on the article 'Listen to farm labourers...'. Potted version of East Yorkshire research, with printed transcript extracts.

http://www.uclan.ac.uk/ahss/education/social_sciences/history/research/frenchwood_focus.php (or google *Frenchwood Focus*), includes playable extract on childhood games in Preston.

W.B. Crump, *History of the Huddersfield Woollen Industry*, 1935

Evans, G. E., *The Horse in the Furrow*, 1960.

Thompson, T., *Edwardian Childhoods*, 1981.

Iona and Peter Opie, *Children's Games in Street and Playground*, 1969.

Caunce, S. (ed), *Memories from Frenchwood: A Collection of Reminiscences*, 2009.

Perks R. and Thompson, A., *The Oral History Reader*, 1997. Excellent for showing a variety of approaches.

Perks, R.B., *Oral History: An Annotated Bibliography*, 1990.

Weerasinghe, L., *Directory of Recorded Sound Resources in the U.K.*, 1989.

Thompson, P., *The Edwardians*, 1977.

Roberts, E., *A Woman's Place: An Oral History of Working-class Women, 1860-1940*, 1984.

Women and Families, 1995.

Brownlow, K., *The Parade's Gone By*, 1968.

Samuel, R., Bloomfield, B. and Boanas, G., *The Enemy Within: Pit Villages and the Miners' Strike of 1984-5*, 1986.

Humphries, S., *A Secret World of Sex, Forbidden Fruit: The British Experience 1900-1950*, 1988.

Gallagher, A-M, Lubelska C. and Ryan, L., *Re-Presenting the Past: Women and History*, 2001.

DEVELOPING THE LOCAL STUDIES WORKFORCE: a new qualification

Jill Barber

In July 2009, Lifelong Learning UK published a research report mapping the current roles, qualifications and progression routes available to staff in Libraries, Archives and Information Services (LAIS).¹

Existing and impending skills gaps were a cause for concern. These were attributed to the retirement of experienced staff, ICT developments (such as digitisation and online resources), and work with diverse communities. All of these have an impact on Local Studies.

Existing LAIS qualifications

Research findings showed that those who wish to gain professional status either through a first degree or postgraduate programme are well served with a range of courses in different modes in a wide range of places across the UK. However, for frontline and support staff, qualifications, vocational routes and career pathways were found to be limited. There are no qualifications for non-professional staff working in Archives, and the NVQs for Libraries do not meet current needs as there is insufficient coverage of e-skills and information skills.² There is no clear progression route either between Libraries and Archives, or to higher level of skills.³ There are no specific qualifications for Local Studies.

The report concluded that there was an urgent need to develop qualifications for the Libraries, Archives and Information Services (LAIS) sector at level 3 and below for operational or frontline staff, in order to upskill the workforce, and ensure progression routes.⁴ It also identified the importance of developing core and option units to support the wide variety of roles in the LAIS sector, including specialisms such as Local Studies.

A new qualification for assistants in LAIS

As a result, Lifelong Learning UK, in partnership with the awarding body EDI, has developed two new qualifications aimed at assistants working in libraries, archives and information services.⁵ They reflect the diverse range of skills currently required of those operating in libraries, archives and information services settings. Units include understanding LAIS organisations, records management, making use of digital resources to support customers and a range of specialist optional units.⁶

They are part of the new Qualifications and Credit Framework (QCF), a unit-based system which enables common recognition and acceptance of credit obtained by the learner. It allows learners to progress from level 2 to level 3 and then potentially onwards to higher education qualifications.⁷

For Local Studies, the level 3 Diploma offers the potential for staff to take optional units as part of professional or career development.⁸ It may offer a route to promotion, through accreditation of work based learning, for those who already have responsibility for local studies collections. It could also provide an opportunity for staff interested in moving into local studies, to gain relevant knowledge and skills.

This is the first time that a combined qualification has been offered for those working in both libraries and archives, and will be of particular relevance to assistants who are working in joint local studies and archive services.

Specialist knowledge

What is new about this qualification is that it recognises that 'as assistants become more experienced, they often broaden the range of contexts within which they work, take on a wider range of responsibilities and/or develop additional *specialist knowledge*. They may also undertake additional functions including ...the development of *specialist knowledge* of a particular area in order to support users with specific interests (for example, palaeography, family history).'⁹

It is exciting to see that Local Studies has been recognised as a particular area of specialist knowledge, with three units included in the level 3 Diploma.

Summary of Contents

The Diploma includes the following core units, as well as further units at level 4 for those with more management responsibility.

- Understanding the libraries, archives and information services environment
- Understanding a libraries, archives and information studies organisation
- Supporting users to make use of digital resources
- Approaches to the organisation of information and/or material
- Helping users to obtain access to information and/or material
- Providing induction and orientation activities for users
- Promoting libraries, archives and information services

Specialist Units

Six optional units are being offered, including Local studies, Family history and Palaeography.¹⁰ The content of these units was developed through consultation between local studies practitioners and the awarding body, who had to ensure it was appropriate for the level of the qualification. They provide a framework which can be developed by local training providers, supporting learners based in libraries and/or archives services

Local Studies

Purpose and aim(s) of the unit

The unit aims to enable learners to develop, organise, care for and promote the local studies collection for a range of users. It involves understanding the range of sources which make up the local studies collection, and policies for their acquisition. It also involves understanding how to protect and repair local studies material, and the value of finding aids to help users access the collection.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the role of the local studies service	<ul style="list-style-type: none">• Explain the difference between local studies and local history• Describe the local studies needs of different user groups• Explain the difference between local studies, archives and museums• Explain the benefits of joint working with other heritage providers
2. Understand the sources in the local studies collection	<ul style="list-style-type: none">• Describe the range of sources in the local studies collection• Explain the use of OS maps at different scales
3. Understand the local studies collection policy	<ul style="list-style-type: none">• Identify ways of acquiring material for the local studies collection• Explain issues relating to retention and withdrawal• Describe policies relating to the collection of different types of material
4. Understand how to care for local studies materials	<ul style="list-style-type: none">• Explain the conservation needs of the local studies collection• Describe how to store and protect maps and photographs• Explain possible restrictions on copying local studies material
5. Be able to create access to local studies information	<ul style="list-style-type: none">• Explain ways of providing access to information in local newspapers• Identify key finding aids for accessing a range of OS maps• Identify appropriate sources for school local history projects

Useful resources

CILIP (2002) *Guidelines for Local Studies Provision in Public Libraries*

Dewe, Michael (2002) *Local Studies Collection Management*
Local Studies Librarian

CILIP's Local Studies Group www.cilip.org.uk

Family History

Purpose and aim(s) of the unit

The unit aims to enable learners to help users with their family history enquiries. It involves understanding the range of sources available, both in the library and online, signposting appropriate sources to pursue a particular line of enquiry, and being aware of search strategies required to link sources together and construct a family tree.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand how to organise family history information	<ul style="list-style-type: none">• Explain the importance of good record keeping• Describe how to create charts and display information• Explain the first steps in researching family history
2. Understand how to use sources for births, marriages and deaths	<ul style="list-style-type: none">• Explain the importance of birth, marriage and death certificates• Explain how to obtain copies of birth, marriage and death certificates• Describe the information found in parish registers• Explain how to locate parish registers• Explain the benefits and limitations of the International Genealogical Index (IGI)
3. Understand how to use other sources for researching family history	<ul style="list-style-type: none">• Describe the information recorded in different census returns between 1801 and 1911• Explain how to find wills and inventories• Explain information found in wills, administrations and inventories• Describe the value of directories and electoral registers for family history
4. Be able to use a range of search techniques to trace family history on the internet	<ul style="list-style-type: none">• Identify key websites for family history• Describe how to use search techniques to get the best results from key websites• Signpost users to online guides to sources for tracing family history

Palaeography

Purpose and aim(s) of the unit

The unit aims to enable learners to read and interpret the handwriting found in English documents from 1500 to 1800, particularly those used for local and family history. It involves understanding the different styles used and being able to recognise characteristic letter forms. It aims to give learners with no previous knowledge of Latin the confidence to recognise set Latin phrases, and commonly used words. It also involves identifying and correctly transcribing abbreviations, as well as interpreting dates, numbers and currency.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the styles and characteristics of handwriting used in documents written in English between 1500 and 1800	<ul style="list-style-type: none"> • Explain the different writing styles used in old documents written between 1500 and 1800 • Recognise individual letter forms
2. Understand the use of Latin in documents written before 1733	<ul style="list-style-type: none"> • Identify types of documents in which Latin is used • Identify commonly used Latin words for people, places and dates • Explain techniques that can be used to help read documents in Latin
3. Understand the use of set forms and abbreviations	<ul style="list-style-type: none"> • Identify standard phrases used in different types of documents • Describe signs, symbols and conventions used for abbreviations
4. Understand dates, numbers and currency	<ul style="list-style-type: none"> • Describe different ways of recording dates • Interpret Roman numerals in documents • Identify finding aids for converting old money into its current value
5. Understand how to transcribe documents written between 1500 and 1800	<ul style="list-style-type: none"> • Explain different conventions used when transcribing to deal with non standard spelling and punctuation • Explain key techniques used to overcome difficulties in reading old documents • Identify resources, including dictionaries and glossaries, which can be used to aid transcription

Useful resources

Cheney C R & Jones, M (2000) *A Handbook of Dates: For Students of British History*

Marshall, Hilary (2004) *Palaeography for Family and Local Historians*

Milward, Rosemary (1977) *A Glossary of Household and Farming Terms from 16th Century Probate Inventories*

Online Palaeography Tutorial www.nationalarchives.gov.uk/palaeography
www.measuringworth.com

Conclusion

The qualifications will replace the existing NVQs from 1 August 2010 and will be ready for delivery by training providers across England, Wales and Northern Ireland from September 2010.

The inclusion of Local studies could be an important first step towards the value of specialisms being recognised in courses at degree and postgraduate level. In the meantime, this is an opportunity to encourage staff working in assistants' roles to gain an accredited qualification, and increase the specialist knowledge and skills of all those working in local studies services.

Jill Barber is Heritage Services Manager, Hertfordshire Archives and Local Studies

References

- 1 LLUK (2009) *New Sector Qualifications Specification Project: Libraries, Archives and Information Services Research Report*.
- 2 Scotland had no specific qualifications for frontline staff below SCQF level 7, equivalent to Qualifications and Credit Framework (QCF) level 4 in England, Wales & N Ireland. This is Foundation degree level.
- 3 Foundation degrees offer an opportunity to progress from Library Assistant to Librarian (but not Archivist), but have yet to be accredited by CILIP.
- 4 Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address complex problems. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.
- 5 Level 2 Certificate in Libraries, Archives and Information Services (30 credits); Level 3 Diploma in Libraries, Archives and Information Services (45 credits).
- 6 For full details see: Lifelong Learning UK (2010) *Assistant roles in libraries, archives and information services and initial training qualifications: awarding organisation guidance*, at www.lluk.org/documents/Libraries_AO_Guide_for_web.pdf
- 7 QCF is the new framework for creating and accrediting qualifications in England, Wales and Northern Ireland. It aims to give a wider range of learners the opportunity to get the qualifications they need, in a way that suits them. QCF qualifications are designed with the help of employers so learners can be assured that they're gaining skills that employers are looking for. It enables learners to build up qualifications bit by bit, helps learners achieve skills and qualifications that meet the needs of the service, and enables work-based training to be nationally recognised.
- 8 It is hoped that these will be offered by training providers as stand-alone units.
- 9 LLUK (2010) *op cit*, p. 5.
- 10 The others are Reader development, Engaging with the wider community and Health information.

THE LOCAL STUDIES LIBRARIAN – into the future

Terry Bracher, Chairman Local Studies Group

The *Local Studies Librarian* journal has been the primary tool for communication within the Local Studies community and beyond for many years. As demonstrated by this current issue, it includes reports from LSG Committee officers and sub-groups; news and reviews; and, importantly, a wide variety of high quality articles on issues and practice concerning the development and delivery of Local Studies services throughout the United Kingdom. It is the main journal of record for Local Studies librarianship. That it has been so successful is largely due to the expert stewardship of our colleague Ian Jamieson, who has been editor for nearly thirty years. I am sure that the whole Local Studies community is extremely grateful for the commitment and consistent high quality of Ian's continuing work as editor.

At its recent meeting in April 2010, the LSG Committee debated the future of the *Local Studies Librarian* as a hardcopy publication. While everyone was aware of the usefulness and importance of retaining a hardcopy publication, it is becoming clear that maintaining two hardcopy issues a year is no longer economically viable. In particular, changes to the system of postal charges leaves the group with a postage bill of over £450 for every issue. The nature of the postal system also limits the size and format of the publication. We have therefore decided, hopefully with the support of all our members, to take the following course of action:

As the *Local Studies Librarian* is a journal of record, we will look to produce one hardcopy a year, with an emphasis on high quality articles. It will be published every August. Two online issues, published in March and September, will replace the second hard copy issue. The online issues will provide a more immediate, news-based publication, with additional benefit of being able to contain more images, as well as links to relevant items located elsewhere on the web.

At the time of going to press, we are investigating the format of the electronic version and how LSG members will access it. The Committee's preference is to make it accessible through the members area of the CILIP website, with back copies being made available to all.

We do appreciate that there are members who do not have regular access to the internet. If you are in this category, please contact the editor and we will make arrangements to print-off a hardcopy of the online issue and post it to you.

In addition to the online issues, the Committee is intending to set up a project to scan back copies of the *Local Studies Librarian*, subject to copyright, and

place these on the CILIP website. Our colleague Elizabeth Melrose is creating an index for the journal and this will also be available online. You will also see that we have started an excellent blog, with regular contributions from members of the local Studies community.

Finally, having edited the Local Studies Librarian for so many years, Ian has indicated that he would like some prospect of retirement in the near future. Therefore, we are in the process of appointing a new editor, so that they can work together to make sure that there is a smooth transition and we are always happy to have volunteers to involve themselves with the process by acting as reporters and news gatherers. If you are keen to be involved please contact a committee member.

We realise that these are significant changes, forced on us in part by economic reality. But this is also an opportunity to broaden the way we communicate to our members and the wider community and raise the profile of Local Studies. If you have any comments, please feel free to contact me by email at **terry.bracher@Wiltshire.gov.uk**

CILIP LOCAL STUDIES GROUP

Mission Statement

The Local Studies Group of CILIP believes that Local Studies collections, and those engaged with the management and delivery of services associated with them, make a significant contribution to fostering and promoting community identity and cohesion, and improving the quality of people's lives, by preserving and providing equality of access to our diverse local and national written and pictorial heritage. It is a core element of public library provision and, as such, it is fundamental to a thriving economy, democracy, culture and civilisation.

Our mission is to promote excellence in Local Studies services, to enable members to achieve and maintain the highest professional standards for the public good, and to ensure that our members' views, concerns and interests are effectively represented. We aim to share best practice, facilitate networking and offer continuing professional development opportunities.

BRICMICS

Richard Abbott

The British and Irish Committee on Map Information and Cataloguing Systems (BRICMICS) is a formal group with membership by invitation which represents libraries, archives, and other institutions and organisations involved in all aspects of map work in Great Britain and Ireland. It exists to exchange views and information and to monitor developments affecting map libraries and archives.

Membership includes the British Library and other copyright libraries, National Archives, National Archives of Scotland, Public Record Office of Northern Ireland, Royal Geographical Society, Royal Scottish Geographical Society, Ordnance Survey, Hydrographic Office, British Geological Survey, British Cartographic Society (including Map Curators' Group), National Maritime Museum, Society of Archivists and CILIP.

Meetings are held twice a year, usually in May and November, and members report a wide range of new developments, concerns, for example staffing levels, copyright issues and the closure of university and other map collections, and items of general interest, including notable acquisitions and digitisation projects.

Of particular interest at the meeting held at Kew in May was the National Archives clickable index for Valuation Office Survey maps, which is essentially an index to Ordnance Survey 1:2,500 County Series maps. It is intended, "if all goes well" that it should be available on the TNA website; subsequently it may be made available for libraries and record offices to use for recording and accessing their own holdings of County Series maps.

Attention was also drawn to the re-issued Ordnance Survey fair-dealing photocopying guidelines, which can be seen on <http://www.ordnancesurvey.co.uk/oswebsite/business/copyright/libraries.html>

The Ordnance Survey representative suggested that these are not quite as restrictive as might be supposed, as they do offer some latitude to librarians "in exceptional circumstances".

As CILIP representative I report to the Local Studies Group committee, but would welcome any information which you would like me to report, or any issues which you would like me to raise, about the acquisition, use or care of maps of any kind in libraries. I can be contacted at Archives and Heritage, Central Library, Chamberlain Square, Birmingham BH3 3HQ, email [**Richard.Abbott@birmingham.gov.uk**](mailto:Richard.Abbott@birmingham.gov.uk)

Richard Abbott is a LSG Committee member and is the Group's representative to Bricmics

PEOPLE

Richard Knight, manager of the Local Studies and Archives Centre of Camden Libraries, has taken early retirement. He started work there as a local history librarian in 1976, soon after the reorganisation of local government in London of 1974 and while most of the local studies staff were at Swiss Cottage Library, which held the Hampstead and St. Pancras collections, he was based in a corner of Holborn Reference Library looking after the Holborn Collection. It was not until 1995 that all the staff and collections were brought together at Holborn Library to create the present Local Studies and Archives Centre. During his 33 years with Camden, the service has grown enormously: among the activities with which he has been closely involved was the recent *Kings Cross Voices* oral history programme. We wish him a long and happy retirement.

Also recently retired is **Doug Hindmarch**, Local Studies Officer at Sheffield Libraries, who worked for Sheffield Libraries for over forty years: the last twenty five or so were in Local Studies. Even now he has returned on a casual basis to cover essential customer services! He was a long serving member of the LSG Committee and at various times was Assistant Treasurer, Minutes Secretary and Membership Secretary until he retired in the early 2000s.

Congratulations to **Professor Paul Sturges** of Loughborough University on the award of an OBE in the Birthday Honours List for services to libraries in the UK and overseas. He taught local history librarianship at the Loughborough library school and was Hon. Secretary of LSG from 1982-1987. He remained on the committee and became the Group's representative on the then Library Association Council for several years in the late 1980s and early 1990s. Latterly he has been heavily involved with IFLA.

Congratulations also to **Alan Godfrey**, publisher of historic Ordnance Survey maps, who was awarded the MBE for Services to Heritage in the New Year Honours List. Alan is well known to local studies librarians for his low price reproductions of old OS maps. The main series is taken from old 1:2500 maps reprinted at approx 14 inches to the mile, with a historical introduction, and he also now has a series reproducing early one-inch OS maps. Many librarians will have seen him at various local history fairs and will have his products in stock or for sale in their libraries.

LSG WEBSITE AND BLOG: recent developments

Tracey Williams

CILIP's new website went live in November 2009 and one of the changes affected how branches and special interest groups edit their own pages. We have used this as an opportunity to review the Local Studies Group pages and have made a few changes to the content and structure. Hopefully, you will have noticed this if you've visited the site in the past few months!

Some of the changes are minor tweaks such as adding images to make pages more attractive and improving the navigation and layout. However, perhaps the main change has been the addition of case studies to help share examples of good practice.

Case studies

The idea of adding case studies arose out of last year's Midlands and Anglia day school. During a discussion session, it was suggested that there should be some means of permanently capturing all of the initiatives that delegates were talking about. The CILIP website seemed the obvious place to host these case studies and to act as a one stop shop for all of us seeking local studies inspiration.

It's not just about the big externally-funded projects (although information on these is more than welcome, too). Often, it's the small-scale low-key things we do that can really be a source of inspiration to colleagues. It's much easier to implement something that doesn't require huge resources in terms of staff time or funding.

Have a look at the case studies we've received so far at **www.cilip.org.uk/lsg/inspiration** - they're divided into themes such as Adult Learning, Children and Schools, Oral History and Staff Training. Examples include case studies from Hull of using volunteers to provide in-depth family history advice and from Worcestershire on military research sessions. Rotherham Archives & Local Studies tell us about a children's collage-making event and there's a case study on Kirklees' amazing Holmfirth Tiger project. There are oral history case studies from Tameside, Solihull and Warwickshire, covering migrants from the Indian sub-continent, residents of overspill housing estates and workers in local industries.

There are lots of other great activities going on but we don't know about them unless you tell us. What did you do for Adult Learners' Week or Local History Month, for example? Is this worth sharing more widely? Do you have events planned for the Family Learning Festival or Heritage Open Days? Please consider sending in a case study when you've finished your event.

Blow your own trumpet!

There's a template on the website which is quick and easy to complete so

don't be put off by thinking that you'll have to write a long report. The idea is to give people a fairly brief overview of what you've done, with contact information and a web link, if appropriate, so that anyone interested in finding out more detail can follow it up. A photograph is helpful, too - sometimes a picture is worth a thousand words.

Local studies staff can also be reluctant to blow their own trumpets and often feel that they're doing something low-key whilst everyone else is doing something more impressive or important. This isn't usually true so please don't be put off from sending in a case study because you think it's not sufficiently high profile. Ask yourself if you would be interested in hearing about it if you weren't involved and, if the answer is yes, then please take the plunge and fill in a template. If you're still not sure, then please contact me for a chat.

Everyone is under pressure and spreading the word about activities you've done can appear to be a lower priority than just making it through the event and getting on with the day job! However, the current climate makes it all the more important to show (and be seen to show) how what we are doing in local studies helps our authorities to meet corporate objectives, as well as demonstrating the value of local studies to the library and information profession. Other information professionals still sometimes think of local studies as a quaint and irrelevant backwater of the library service and of the profession. Having a range of case studies is one way we can demonstrate the breadth, depth and relevance of local studies activity.

LSG Blog

CILIP Communities has the facility for groups to set up their own blogs so, after a little discussion, we decided that we had something to say that didn't really fit on the website. The Local Studies Group Blog went live at the beginning of May and there are several of us blogging regularly.

The blog, which you can find easily by following the link from **www.cilip.org.uk/lsg**, is receiving over 300 views per day, which implies that people are finding it of interest. However, we don't really know unless you tell us so please let us know what you think. Most of us haven't blogged before so we're learning as we go along and would be glad of your input.

You can leave a comment on a blog post or contact any of the LSG Committee or sub-group committee members - contact details are all on the website. We'd be delighted to hear from you. It can be a bit discouraging if you're blogging and no one responds - we don't want the blog to be more like talking to ourselves in an echo chamber! If you're an LSG member and would like to join our team of bloggers, please let me know.

To get the most out of CILIP Communities, make sure you're registered on the site, otherwise you'll be missing out.

Are you registered?

At the moment, over half of LSG members have not registered on the CILIP Communities website and signed up to receive communications. This means that, not only are you missing out on Digital Update and other members-only content from CILIP, but also you're missing out on e-mails from us and from your other groups and branches. You won't be bombarded by stuff but each group and branch has a monthly slot to send out e-mails via CILIP Communities. You'll miss out on this if you haven't registered on the site and signed up to receive communications from CILIP.

Future expansion of content

We're currently looking at how we can get back copies of the *Local Studies Librarian* added to the CILIP website. We're experimenting with options at the moment to find the maximum quality with the minimum file size (and at no cost, of course) so this will be an ongoing project. The back copies of the journal will be restricted to CILIP LSG members so you'll need to be registered with the CILIP website to be able to access them.

What would you like on the website?

Please have a look at our web pages if you haven't already done so and let us know what you think. Is there anything you'd like to see that isn't there or could we do something better? Please let me know – I'd be delighted to hear from you.

Tracey Williams is LSG Web Editor. Contact her at twilliams@solihull.uk, tel 0121 704 6976

LOCAL STUDIES GROUP COMMITTEE 2010

Chairman:	Terry Bracher, Wiltshire County Library terry.bracher @wiltshire.gov.uk
Vice-Chairman	Alice Lock, Tameside Libraries localstudies.library@tameside.gov.uk
Hon Secretary:	Helen Pye-Smith, Resource Centre and Library, National Archives, helen.pye-smithnationalarchives.gov.uk
Hon Treasurer:	Anne Sharp, South Tyneside Libraries anne.sharp@southtyneside.gov.uk
Hon Editor, LSL:	Ian Jamieson, Newcastle upon Tyne imjamieson@c-pac.net
Hon. Web Editor	Tracey Williams, Solihull Libraries twilliams@solihull.gov.uk
Members:	Richard Abbott, Birmingham Public Library Richard.Abbott@birmingham.gov.uk Dr Jill Barber, Hertfordshire County Library jill.barber@hertscc.gov.uk Dr. Diana Dixon, Southwold diana.dixon@cilip.org.uk Elizabeth Melrose, York elizabeth.melrose@btinternet.com

Regional subgroup representatives

Midlands and Anglia:	Tracey Williams, Solihull Libraries twilliams@solihull.gov.uk
North West:	Alice Lock, Tameside Libraries localstudies.library@tameside.gov.uk
Scotland (LocScot)	Elizabeth Carmichael, Glasgow locscot@hotmail.co.uk
South:	Norman Briggs, P&C Intelligence, Reading nwbriggs@pcintell.co.uk

Please feel free to contact committee members or the Hon Secretary over any matters you wish to have brought to the Committee's attention – or for ideas for meetings, day schools or workshops.

The Group is kept in touch with CILIP headquarters via its Membership Support Unit.

FROM OUR SUBGROUPS

The **Midlands and Anglia subgroup** reports that Philip Lindley has retired from his post at Hinckley, but is to remain on the subgroup committee to continue as Treasurer. A new issue of its Newsletter, including articles on new buildings at Coventry and Wolverhampton has recently been published. Much of the Committee's time has been spent on organising the annual Day School, which is to be held on 6th October at the Britannia Hotel in Birmingham city centre. The venue has been chosen because of the difficulties of members from East Anglia in particular attending courses in Solihull. Locations elsewhere were considered but none proved suitable. It is hoped that this will be a convenient location for people from most parts of the region, as the hotel is adjacent to Birmingham New Street Station. The title is: *After the project: making a difference*, and looks at how projects can be sustained and incorporated into mainstream work.

The **North West** subgroup reports that feedback from the autumn day school showed that it had been well received. Its Spring day school was held at the North West Sound Archive in Clitheroe on the subject of oral history. The papers included a talk by Andrew Schofield about the work of the Archive and how it can help library and community oral history projects; Stephen Caunce of the University of Central Lancashire gave an overview of oral history from the academic point of view; Gill Bailey described a successful project using oral history in Lancashire Museums, where the material collected was taken out to elderly people's homes; and Geoff Senior of the North West Film Archive showed some very entertaining old films. There was also a visit to the Sound Archive's new home in Clitheroe Castle. The event attracted delegates from as far afield as Edinburgh, the Midlands and Reading and again the feedback was very positive. A new edition of the newsletter, including articles covering the whole region, has been published and can be consulted on the LSG website.

Locscot, our **Scottish** subgroup, has been busy with various activities. It organises Scotland's Local History Week, and reports that this year's week was very successful, with more authorities taking part and more events than in previous years. The theme was Shops and Shopping, but the more prosaic title *Gan the Messages* proved a more popular title. Locscot's Spring Day School was held on March 31st, the subject being *The Census: a snapshot into the past*, and was designed to support the theme of Local History Week 2011. Despite the snow covering most of Scotland that day there was a good turnout and a very stimulating programme. Locscot's contribution to the CILIPS conference in June was a paper by Professor Peter Reid of Robert Gordon University in Aberdeen on *Using the census for local studies research*. The Scotland's People voucher scheme continues to go from strength to strength, with sales to May 2010 totalling £168,799.20. Locscot members

heard of the death of Joe Fisher, one of the group's founding members, with regret. An obituary appears elsewhere in this issue.

Our **Southern** subgroup has had a busy six months, having organised two events and worked with the Society of Archivists South East branch to carry out a third. April saw LSG South's visit to the Museum of English Rural Life at Reading. Set up in the 1950s in a period when few organisations were collecting farm related artefacts, archives and publications. The archives collection was set up in the 1960s and now contains a quasi national collection of books and archives about the agricultural industry from across England. As well as the tour of the museum members were shown a range of materials from the archives collection, and had a fascinating talk by Rhianedd Smith on working with volunteers at the Museum. The subgroup's AGM was also held. In February there was a joint meeting with the Society of Archivists South East at the new Crawley Library, where, apart from the visit, members heard how local studies and archives work together in West Sussex. June saw a visit to the Surrey History Centre with a behind the scenes tour of the archaeological unit, conservation, strong room where the local studies reserve stock is held and a visit to the digitisation unit. Plans are in hand for a visit to London at the end of the year and a study day early in 2011. For further information on these see the LSG website.

HAVE YOU SEEN...?

Some recent items of interest of interest to local studies librarians

Fourth Statistical Account of East Lothian, 1945-2000. Volume Seven. Growing up in East Lothian: reminiscences from across the County. Edited by Sonia Baker. East Lothian Library Services for the East Lothian Fourth Statistical Account Society. 2009. 96pp. £11.99+p&p. ISBN 978 1 897587 37 3.

The *Fourth Statistical Account* was conceived as a follow up to the Statistical Accounts of Scotland which have appeared over the past 200 years, the third of which was completed in the 1950s. Realising how much change there had been in East Lothian since then it was decided to embark on a new *Statistical Account* for the County, parish by parish. Having completed the parish surveys, this final volume relates the experiences of some thirty people who spent their childhood and youth in various parts of East Lothian. It forms a fascinating appendix to the main parish accounts. Arranged in order of contributors' birth, they provide information on topics as varied as schooldays, local shops, bombing in Haddington in 1941 as part of a description of the town in the 40s and 50s, and a description of being rescued by the pilot boat at North Berwick in the late 1940s: the last contribution deals with growing up in Dunbar in the 1980s and 90s. The volume also includes a "miscellany" section which includes such items as extracts from

a school logbook from the forties and fifties, some reminiscences of the headmaster of another school and a contribution on street games from 1945. Reminiscences range from one page to four or five. East Lothian Library Services are to be congratulated for their support in the compiling of the *Account*, and for publishing the results. All the volumes have been beautifully produced at a reasonable price and make a considerable contribution to the recent social history of the area.

NOTES AND NEWS

The Local Studies Group, following its very successful conference in 2009, is to hold another next year. The date is Thursday 23 June 2011 and the venue once again is The National Archives at Kew. The proposed title *is Sustainability in the Digital Age*. Planning is in progress and topics under consideration include such subjects as social networking; digitisation; community archives; evaluation; and income generation. This should be a thought-provoking and wide-ranging programme. Make a note of the date in your diaries and look out for further details.

LSG's Midlands and Anglia subgroup is to hold its annual day school in Birmingham this year. The venue is the Britannia Hotel, next to New Street Station. The date is Wednesday 6th October and the title is *After the Project: making a difference* and looks at how projects can be sustained and incorporated into mainstream work. By the time you read this the details will be available. The contact for information and bookings is Tracey Williams at Solihull **twilliams@solihull.gov.uk** The LSG AGM will also be held here.

An important oral history project, on Sellafield nuclear facility in Cumbria, is now over half way through its 18-month span. Funded by a British Nuclear Fuels Limited legacy grant it is based at Whitehaven Record Office and Local Studies Library, and managed by the Local Studies Librarian, Jenni Lister. The project aims to record the life histories of a wide spectrum of people whose lives have been touched, to a greater or lesser extent, by Sellafield. Employees, retired workers, farmers, other residents, and people who have no personal connection but felt the influence of Sellafield for a particular reason, are all in the target area. It will be an honest attempt to present a balanced picture of Sellafield in its physical, social and historical setting and to demonstrate its impact, including both benefits and drawbacks, in the words and voices of the people who experienced it. The end result will be a global picture of an institution which has become part of the fabric of so many Cumbrian lives and the aim is to create a relevant and permanent record that will create an enhanced profile for West Cumbria both locally and further afield. During the project it is hoped to create an archive of recordings of about a hundred interviews: these will be housed at the Record

Office and will be freely available both to listen to and to read the transcripts. Based on the interviews will be a website, a book, a compilation CD or DVD, and a travelling exhibition. If you are interested in the project and would like further information, contact the team at **whitehaven.record.office@cumbriacc.gov.uk** or ring 01946 506420.

Have *you* a library figure who has influenced you in your local studies career? It may be a librarian - perhaps someone who trained you - an author, or even a library school lecturer, or a local historian. CILIP *Gazette* has recently started a column called 'Heroes' and members are invited to write briefly about their hero and their influence. Contact the *Gazette* Editor, Debby Raven, at **debbyraven@btconnect.com** for further information or send a contribution of 400-600 words.

Northumberland County Council's libraries have teamed up with Bennor Books, run by Mark Benjamin, who was formerly a team librarian in the County, to sell higher value surplus local studies books online. The project has been very successful, reaching purchasers as far away as West Virginia and Australia, as well as closer to home. County Library staff select the titles for withdrawal before Mark prices and selects titles likely to sell. Since its launch in November 2009, almost two thousand pounds worth of books have been sold with little time involvement for staff, who can also rest assured that titles have been sold for their true value (minus commission), and not snapped up by dealers for pennies. Mark would be keen to talk to any other library authorities who might be interest in working with him. He can be contacted at **bennorbooks@gmail.com** or by telephone on 07879263848.

Backtracks, the newsletter from Camden, reminds us of the problem of maintaining our printed OS map collections since the digitised format now adopted by OS, with its constant updating, means that the historical record vanishes unless the digital information is archived or paper copies are printed out on a regular basis. The cost of print copies is, of course, very high and Camden has decided they can only buy a complete set for Camden every five years: they now have a complete set of 1:1250 OS maps dated 2009. Given the rate that technology is changing it is impossible to say what will be available in five years time but there are obvious concerns to be addressed about how local studies centres can continue to maintain a sequence of maps that has been going for more than 150 years. How do other local studies collections deal with this?

A new organisation, The Archives and Records Association UK and Ireland, has been formed by the merger of the Society of Archivists, the National Council on Archives, and the Association of Chief Archivists in Local Government. The official launch took place on July 15 and the aim of the new body is to represent the interests of those who use archives and records.

such as family and local historians, teachers, planners and researchers, campaigners and community archive groups. It aims to improve and maintain services and standards across the sector. The Federation of Family History Societies reminds us that, as a member of the National Council on Archives, it represented the views of users of archives, particularly family historians, and will continue this role as a founder member of the new Association.

JOE FISHER 1925 - 2010

Once described as “a gink who gets paid for doing what he enjoys” Joe was the consummate local history librarian – very knowledgeable, very approachable, with an enquiring mind and a huge range of interests.

He was librarian of the Glasgow Collection for 25 years, during which time the collection first acquired a room and a full time staff and established its identity far and wide as the place to go to find out about Glasgow’s history. He welcomed (and helped) everybody – from schoolchildren to professors with the same openness and desire to share his enthusiasm for the city of his birth.

Joe’s interests ranged far and included the poetry of Robert Burns, of which collection in the Mitchell he was at one time responsible, calligraphy, the Renfrewshire Witches, the photography of Thomas Annan, his church St Mary’s in Kirkintilloch and he wrote and lectured on these subjects as well as on the Glasgow Collection. So great was his knowledge that he left as a legacy his *Glasgow Encyclopedia* published by Mainstream in 1994. We in the Glasgow Room thought that he made it specifically to help us after he had retired and have worn out several copies of ‘Joe’s book’ over the years.

Mr Fisher, as his staff always called him, could bring his subject to life and make you feel that you’d been there. I recall him talking about the Empire Exhibition of 1938 and how he and his pals used to get in after school by climbing through a hole in the fence. And the wonders that they saw!

He, Don Martin and Alice McKenzie founded *Locscot* in 1980 and he was a founder member of *The Glasgow and West of Scotland Family History Society*. Interestingly both groups still use variants of the logos first designed for them by Joe.

He is survived by his wife Molly, three sons, three daughters, six grandchildren and a generation of local history staff who will always be grateful to have worked for him.

Elizabeth Carmichael, Chair, Locscot

AWARDS FOR LOCAL STUDIES LIBRARIANS

We make no apologies for returning to this topic: a national award either to the service or to an individual librarian can only do the service good. In today's circumstances we need as much good publicity as we can get in order to maintain our profile: this means convincing our line managers, heads of service and our local authority members, as well as the press and the public. Awards can help us to do this.

At the moment there are two awards with rapidly approaching closing dates, for the Dorothy McCulla Memorial Prize and the Alan Ball Awards, but there is still time to enter before the closing date of **September 30th**.

The Dorothy McCulla Prize is LSG's own award to mark outstanding work by a member in the field of local studies. It was established in memory of Dorothy McCulla, who was Local Studies Librarian for Birmingham for many years, and who first proposed the setting up of the Local Studies Group. The award is for an outstanding contribution to local studies librarianship and the recipient is often referred to as the Local Studies Librarian of the Year. There must be many librarians who have been carrying out work in their own areas in developing their services to a high standard for the benefit of the local community, but who receive very little recognition from the profession or outside. There are others who have encouraged their colleagues to develop techniques or services through their teaching or writing. But people must be nominated, and this is where our membership in general comes in. Many of you must know someone who has helped you or influenced you. If you do know someone you think is worthy of the Award, nominate them – don't wait for someone else to do so. For more details contact our Hon. Secretary, Helen Pye-Smith, at **helen.pye-smith@nationalarchives.gov.uk** or see the LSG website.

The Alan Ball Awards are to encourage local authorities to produce local history publications of a high standard: this includes both authorship and production standards.

These awards are made by the Library Services Trust. This year marks their 25th anniversary, so the Trust is anxious to make it a success by attracting a large number of entries. There is a maximum of three awards each year. The publication format does not have to be a book, and the judges welcome entries in all formats including a website, a CD or a database – or a combination of formats. Publishers, too, can vary from a parish council to a large local authority with its own imprint and a large backlist: examples of both of these have been represented recently. While entries must be made by the publishing organisation, there is nothing to stop you suggesting to a publisher that they should enter one or more of their productions. Local studies librarians are in a good position to know about quality, so do think about it. There is an advertisement and a nomination form for the Awards in this issue, and you can get more information from Eric Winter.

ALAN BALL LOCAL HISTORY AWARDS

The object of the Awards is to encourage Local Authorities to produce local history publications to a high standard. Publications will be deemed to include books, maps, manuscripts, prints, drawings, exhibition catalogues, bibliographies, CDs, websites or any other audio-visual or electronic format.

Library Services Trust is a registered charity. The Trust has a range of awards, one of which is the Alan Ball Local History Award.

Alan Ball is now retired but was formerly Chief Librarian of the London Borough of Harrow. He was for many years an officer and member of the London and Home Counties Branch Committee of the Library Association, which has published a number of books written by him on local history topics. This Award is named after him in recognition of his service to the branch.

ALAN BALL LOCAL HISTORY AWARDS ENTRY FORM

AUTHOR Mr/Mrs/Miss/Ms/Dr (Forename)

..... (Surname)

TITLE OF WORK

DATE OF PUBLICATION

LOCAL AUTHORITY

NAME OF CONTACT

CONTACT ADDRESS.....

.....

.....postcode

TELEPHONE

EMAIL.....

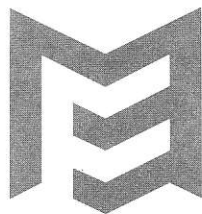
FURTHER DETAILS On a separate sheet, please give any available details about the publication which you would like the judges to consider.

DESPATCH Please enclose works in a padded book bag with an entry form for each work and addressed to:

Eric Winter
Library Services Trust (Alan Ball Awards)
7 Ridgmount Street, London, WC1E 7AE

ENQUIRIES Queries about the Awards may be addressed to:
Eric Winter tel: 020 7255 0648
email: eric.winter@cilip.org.uk

CLOSING DATE 30 September 2010



MicroFormat

..... securing the future of the past

- *digital imaging from source records and microfilm*
- *preservation microfilming*
- *all supporting services*

MicroFormat UK Ltd
Image House
344 High Street
Rochester
Kent ME1 1JE

Tel: 01634 813751
Fax: 01634 831557

archiving@microformat.co.uk
www.microformat.co.uk

