

# Summary



## **Places for Creativity and Transfer of Knowledge / Libraries as Makerspaces (Hannelore Vogt, Bettina Scheurer, Hans-Bodo Pohla)**

(pp. 020 – 025)

It's been quite some time since the makerspace movement began to spread throughout Europe, after originating in the U.S. The City Library of Cologne was the first public library in Germany to join this trend, when it set up a makerspace in 2013. There it is an open room with new technology, tools, and media available for freely chosen, creative projects. Top on the list is the opportunity to learn new things, ranging from do-it-yourself to do-it-together. The facilities include a vinyl cutting plotter, a vinyl bar for digitalizing records, and a film bar, where people can digitalize their own VHS cassettes. All this was integrated with already available recording equipment and new musical instruments. One of the first new technologies to be introduced was the 3-D printer. More recent acquisitions include a high-quality overlock sewing machine for creative handicraft projects, as well as the very latest virtual reality headset, the HTC Vive, with which one can explore any virtual space. All these things are freely available to anyone and are used by people of all ages.

The makerspace at the main library has been expanding in space and range of technology, and will continue to be developed on a regular basis. The technologies chosen for inclusion are selected on the basis of their relevance in society. They are not purchased using the library's budget, but rather with third-party funding and sponsorships. As a result of makerspaces, the perception and image of the library has changed dramatically. In particular, cooperation with schools as proved profitable for both parties. A makerspace is not in contradiction with the educational and cultural mission of libraries -- quite the opposite is true! The library is seen as a place to go and be part of innovations and new trends.

## **Barack Obama Plans His Presidential Library / Chicago Chosen from Four Possible Sites -- An Investment of a Half-Billion Dollars Required (Gernot Gabel)**

(pp. 044 – 045)

On 20 January 2017 President Barack Obama will turn over the U.S. presidency to his successor and become a private person again. In keeping with a long tradition, he will still have the task of setting up his presidential library. According to the 1955 Presidential Libraries Act, all official documents from his terms of office may be stored by an ex-president in such a library.

A former president must use private funding or donations to build his library, but the administrative costs are covered thereafter by the government-run National Archive and Records Administration (NARA). Furthermore, the former head of state must find funding and set up a foundation which is commensurate to the size and expense of the building he creates, in order to provide a portion of its annual operating costs. Nonetheless, during his term of office in the White House, the president is not allowed to deal with financial questions or donations for this prestige project, even though he may begin to make general plans for it.

In May 2015 the Obama Foundation announced that the head of state had chosen Chicago as the site of the library because it was there that he took the first steps in his career, taught at university, began his political career, and met his wife. Chicago's mayor promised the president his support in finding a suitable building site in the south of the megapolis, and the city council also approved the project.

## **Challenge and Enrichment / Education of the Deaf and the Hearing Impaired -- The University Library of the Free University of Berlin Sets a Good Example (Marwa Al Sadoon, Victoria Behnke, Simone Schütte)**

(pp. 060 – 063)

The further education of hearing-impaired and deaf individuals appears at first glance to be a serious challenge for any training institution. If the main focus is on the person's handicap, this may soon lead to insecurity. But once attention is shifted to the individual's potential capabilities, it is possible to see the new and challenging situation as a chance to explore the new and unknown. In this article the experiences of Marwa Al Sadoon, an apprentice at the University Library of the Free University of Berlin who has impairments in both hearing and mobility, are described from various points of view.

For the trainer the new situation meant that there would be more than just the usual material to be covered within the coming school year. Help was received from the Special Integration Services Agency, which offered training about hearing impairment. Who would have known otherwise that, for example, the absence of certain frequencies does not mean that speaking louder will help communication. Various exercises and discussions of them helped all those involved to gain more understanding than through a purely theoretical presentation; and it led to a greater appreciation for what the hearing-impaired can do.

In terms of the organization of the apprentice's practical work, however, there are certain aspects to consider. How can training sessions best be developed to convey the material to apprentices with handicaps? Where should more time be allotted? How can library users be informed that they are dealing with a hearing-impaired staff member?

*Translated by Martha Baker*