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Guidelines For Contributors

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 The Editorial Board invites original, unpublished articles for publication.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

Articles

Manuscripts will be reviewed by the Editorial Board.

Authors are asked to submit an informative abstract of not more than 200 words. Authors are responsible for the accuracy of statements and references in their articles.

Images which visually support the article are welcomed. Authors should also submit a photograph of themselves. Original photographs and/or high-resolution scans (300 dpi) would be most helpful.

Format

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

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

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

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

Style

Microsoft Word and other word processing programs allow for a language to be selected. Please ensure that the language selected is either UK or Ireland English (i.e. NOT United States English).

The Oxford Style Manual should be followed for acronyms, capitalization, captions, punctuation, quotations and tables.

An Leabharlann: The Irish Library uses the Harvard system for references.

Editing

An Leabharlann: The Irish Library reserves the right to make revisions and amendments.

Substantive changes to articles will be discussed with the author. For consistency, all material submitted will be copy-edited.

For additional information on style and referencing, please consult: Ritter, R.M. (Ed.). (2003)*The Oxford Style Manual.* Oxford: OUP

Copy Deadlines

31 July 2008 for October issue

2009 issues
31 December 2008 for March issue
31 July 2009 for October issue

Editorial

I have recently taken over as Editor of *An Leabharlann: The Irish Library.*

It is hoped to publish a second issue in October this year. Thereafter, we intend to publish two issues per year. To enable the Editorial Board to do this, we need contributions from you, the practitioners. Exciting developments have been taking place across Ireland in recent years. We have seen new library buildings, including award-winning ones, in all sectors. There have been examples of consortia purchasing in the academic sector where economies of scale have been achieved. There are numerous examples of best practice in Knowledge Management in the corporate sector. Academic and public libraries have been involved with a variety of cultural heritage and digitization projects to make the vast richness of library collections available to a virtual public.

The current issue includes the *Code of Ethics* adopted by the Library Association of Ireland (LAI) in 2007. The Address of the LAI's President, Deirdre Ellis-King, at last year's Joint Annual Conference is also published. We have a timely article on leadership in the public library service by John Mullins. The subject will have resonances for librarians in all sectors, especially the issue of succession planning. The Yeats Exhibition at the National Library of Ireland, recently made available online, is described by Ciara Kerrigan. The exhibition introduces us to the poet's work and some of the influences on his writings. The influences on another writer are also explored in Micheál Ó hAodha's interview with Gabriel Rosenstock. Rosenstock informs us that he writes for those who came before him.

There are three conference reports which I hope will be useful to colleagues. The theme of leadership recurs in the Welsh Libraries, Archives and Museums Conference which is reported on by Michael Plaice. Developments in copyright and advocacy were topics discussed at two conferences in The Netherlands. In the issues planned over the next 18 months, it is hoped to carry various conference reports especially those from international conferences.

Ian Cornelius writes on recent developments at UCD School of Library and Information Studies. Your attention is drawn to the availability of single CPD modules for practitioners.

Details of the Associateship of the Library Association of Ireland (ALAI) and an application form to join the Library Association of Ireland are included. Please join the Association if you are not already a member.

There are three book reviews in this issue. It is intended that there will be regular book reviews. The number in each issue will depend on the availability of suitable titles and space considerations.

I sincerely hope that you will have found something of interest in *An Leabharlann: The Irish Library.* At the very least, you will have engaged in some Continuing Professional Development (CPD) by reading thus far. Anyone interested in submitting an article on any relevant topic will be very welcome.

I am indebted to all contributors who have kept to the deadlines. This made my work easier. I also wish to record my thanks to Editorial Board members especially Professor Mary Burke and Beatrice Doran. The logistics were managed by LAI Development Manager, Marian Keyes, to whom I am most grateful.

As we go to press, the policy document *Branching Out: Future Directions* has just been published. In the October issue, we hope to have this volume reviewed. In addition, we will have a review of the last ten years – the years since *Branching Out: a new public library service.*

I would like to thank the former Joint Editors, Brendan Teeling (An Chomhairle Leabharlanna) and Crónán Ó Doibhlin (University College, Cork).

Marjory Sliney
editor@libraryassociation.ie

Libraries in Society: The People's Imperative

Colleagues and guests, this Joint Conference has provided a forum for debate about professional issues over many years, some forty-four to be precise. The first joint Conference took place in 1963 following recognition within Associations, north and south, of the strength to be found in professional co-operation. That lengthy time-span has seen significant change in all aspects of life on this island – including change in libraries which, of course, have developed out of all recognition, by comparison to that which existed in the 1960s. Nevertheless, libraries like other services build on the blocks of previous times, not only those of 1963 but on those which emerge from the more distant shadows of process and of collection building which with the benefit of hindsight, we professional librarians recognise today as heralding the beginning of libraries.

In this context, when contemplating the topic of my address, I perused the subject matter of that first 1963 Joint Conference and indeed *An Leabharlann* of that year, seeking some indication of a sustaining philosophical base-line with which we might identify in 2007.

A clear thread of continuity related to the 'nuts and bolts' of service delivery can be observed in the themes of the 1963 Conference and in subsequent Conferences which include papers indicating a gradual movement of continuous change both in process management and in the chain of technological development. The thread continues in 2007 with papers and presentations dealing, for example, with current circulation control mechanisms such as radio frequency identification (RFID) and web-based search engines such as Google being debated at this Conference. Detectable also in 1963, was concern, equally applicable today, for structures and resources, this being expressed in respect of what was then, and is even now, a relatively young profession, through a focus on training and professional qualification. However, core Conference deliberation on issues which might be described as a philosophy of

librarianship is less evident until recourse is had to the untitled Presidential address, published in the June 1963 issue of *An Leabharlann*. In this, Daniel Doyle, President of the Library Association of Ireland, providing a social and philosophical context to discussion, noted, "We have come to a Desert Place Apart". Let me paint a picture of 1963 in his words:

Libraries have grown and changed over the past thirty years as the education of the people has grown and their way of life has changed. States spend countless millions annually on education to meet the challenges of a new world. Our generations have had to carry an unheard of load. They have been born into a time when health and strength have not been enough to earn bread for a family. … Job after job becomes mechanised and automated. Our people have had a hard time accepting the new ways. Workers have been sacked because machines could do routine jobs and the people have had to get over the horror of displacement and have had to go back to school and learn to master and to direct the monsters which have taken their places. The more the machine could do, the more man has had to rely upon his intelligence, the more his intelligence has had to rely on his education, and year by year the problem has mounted a seemingly endless stairway (1963: 43).

Doyle could be perceived to have been somewhat prophetic in his day, given an early 1960s social context of relative educational deprivation, i.e., less than 5% of eighteen year olds were then enabled to avail of third level education as opposed to 60% of eighteen year olds in 2007 (Hyland, 2007).

How more prophetic indeed seems Doyle's reference to that endless stairway linking intelligence and education, for in 2007 the educational chain points evidentially to a stairway of change which positions at its top those who realise best their intellectual as opposed to their physical strength. In this

realisation, we can indeed, in an era of global competitive economies, observe the truth of the old Irish proverb as quoted by Doyle 'An te nach bhfuil laidir ni folair do a bheith glic' [sic] (translated as 'He who is not strong must needs be clever').

This truism envisions power resting with those who have access to education. Implicitly, it also envisions power resting with those, including Librarians, who control and afford access to information for others.

I have no doubt that in 2007, the Library profession in Ireland, across both the public and private information sectors, plays a critical role in assisting opportunities for all citizens to develop the strength, indeed the power which comes from education, albeit adopting radically different tools and methodologies to those utilised by our predecessors across countless generations.

Yes, the practice of Librarianship has come a long way in Ireland and world-wide, building on practices which came before, with each generation meeting challenges of an entirely different order, unique to its age. One could say that the challenge for library staffs in contemporary Ireland is that of continuously adapting to a technological revolution within which we manage knowledge appropriate to public and private sector needs in a growing and competitive economy. But it is

Ireland is now very much a part of a global community with its citizens being exposed to increasing diversity of cultural experiences and expression both within, and beyond, the shores of this small country. In the context of a shared global reality of diversity requiring technology assisted mediation of information access and exchange at a new level, the working environment of Irish professional librarians is radically different to that which pertained in 1963. But, this changed reality is not unique to Ireland. The challenges of dealing with growing diversity in a knowledge-driven society are shared by a global community of colleagues who manage complementing power-houses of knowledge, some within contexts of extreme poverty and illiteracy on a scale unimaginable to us, some within contexts of political unrest or censorship affecting freedom of expression.

It could be too easy, even for library professionals, to lose sight of the magnitude of such issues in a developing Ireland and within the framework of a modern profession dedicated to, and being supported to assist freedom of access for all to sources of opportunity and power. Indeed, it is easy to forget the reality of members of our profession operating in a context of limited freedoms in other parts of the world. However, it might be equally easy to take the existence even of the modern Irish library and its services for granted, easy to lose sight of the

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also, in a socially inclusive context, that of dealing with population mobility on a global basis and in consequence addressing issues arising from diversity in culture, which no one in the relatively homogeneous Ireland of 1963 could reasonably have been expected to predict.

story of the evolutionary pathway from which libraries, both in Ireland and world-wide, emerged.

So, taking a philosophical as opposed to a practical approach to consideration of the state of libraries, can I pose a question, ▶

indeed a series of questions? The first is why do we, or why should we, come to a Conference such as this?

To acquire knowledge about best practice of course. But, I hope you will agree with me that, as a collegiate group of professionals and others interested in libraries, we come primarily with a common purpose to share and grow in professional wisdom.

We come with a view of returning to our libraries, enriched and renewed in belief about the value which underpins the very existence of libraries, for it is from such enrichment and renewal, that we gain the inspiration to action, albeit using all the tools of technological innovation which have enabled in recent years, unparalleled levels of client access to library resources worldwide.

Dan Doyle had prefaced the earlier remarks I quoted, by noting 'There is no great need to spend time telling of the past.' Possibly, this was because library development in 1963 heralded a new pathway of significant improvement over preceding years, and nobody wanted to be reminded of the poverty of resource and spirit in the then, recent past. But, in 2007, it is precisely because the leap of progress, by comparison to that of the 1960s and even of the 1990s, is so much greater, because new and ever changing technologies in particular are enabling widespread accessibility to library resources, that I believe there is a need, indeed an imperative for reasons of philosophical continuity and certainty, to look back not just to 1963, but to a beginning from which a philosophy of librarianship emerged. It is in that beginning which is rooted in using the power of knowledge in the interest of societal development, that we find our sustaining ethos.

On occasions such as Annual Conference, I believe it is useful to look beyond tools and methodologies of service delivery, to look beyond structures and buildings and remind ourselves of how libraries emerged and additionally, to remind ourselves of why libraries continue to exist.

I had the pleasure recently of speaking to a group of second level students about the power of libraries in a life-long-learning context and in doing so I posed them a number of rhetorical questions dealing with the power of the public library. A quick search on the world-wide-web throws up some rhetorical questions which might equally be useful in reminding ourselves of the roots from which our profession sprang.

Why, for example, is it that Ptolemy 1, around 300BC, set up the great library of Alexandria? Why did he burn with the vision of having every single printed work in the 'then known world' under one roof? Why did he pursue this dream to the point where visitors to Alexandria had their books and manuscripts confiscated at the gates to the city for the purpose of transcription, and why at another level of society, do we find continuing evidence of the existence of private libraries having been developed over centuries by individual collectors and indeed, by noteworthy global organisations?

Perhaps the answers lie in power – the power of knowledge.

Why do countries, even those in the lowest state of economic development have, or aspire to have, a National Library such as the Bibliotheque Nationale in Paris, the British Library in London, the Library of Congress in Washington, DC and indeed other scholarly libraries, in which students and researchers might find works which record the story of a country's past and that of its continuing evolution? And is it not inconceivable, in considering, for example, the continuing existence of a library such as that of Trinity College Dublin, founded in 1591, or that of University College Dublin, founded in 1854 for a changing Ireland, that any university which seeks to encourage research, could function without a library being at its heart? I suggest that the reason, perhaps, these libraries exist is that they represent a need in mankind to discover, record, share and inspire, a seeking of truth.

But, the depth of societal inspiration apparent in its decision to set up great libraries, vast knowledge stores, can perhaps best be understood in relating such inspiration specifically to libraries available to the general public – a relatively recent phenomenon. What an absolute inspiration can be observed, for example, in Irish society's decision to embrace the spirit of the *Public Libraries (Ireland) Act, 1855,* a decision enabling local communities to set up public libraries for all, a decision which heralded the development of a system which, according to Thomas Davis, quoting the historian and essayist Thomas Carlyle, was 'the true university of our days' (Davis: 1914).

Such a perception that the Public Library had an inherent power to extend university access to all people has been echoed by many, including Vartan Gregorian, a former President of the New York Public Library, who refers to a library as a real

"... we come primarily with a common purpose to share and grow in professional wisdom."

'University of Universities' and notes that Ralph Waldo Emerson, essayist and poet, (1803-1882) had it right when he called the library 'the People's University' (Gregorian: 2002). Others have equally described the public library using similar phrases which reflect a common belief that the public library offers a socially inclusive beacon of learning opportunity for all.

If I may echo the sentiments expressed by these and others, I believe that the public library represents the best of mankind's aspirations to achieve a future in which all people are equal, a future in which all have the potential to participate as active, communicating, knowledge–building citizens. I believe the public library stands as a symbol and fountain of knowledge, a true and free university – a place which, uniquely, stands as an independent source of personal and societal learning opportunity for everyone, regardless of social, economic or educational status. The conferred 'Award' available from this 'public university of universities' arises from personal intervention with library resources and is available to all who enter its doors, both physical and virtual, or who are touched by its reach.

I believe, that to claim a library as being 'a university of the people', rightly positions it as a place of knowledge and of continuing learning throughout life, rightly places it at the heart of its community. This is particularly so when the community it serves is identified with the general public, for through knowledge collections of all kinds, publicly available, society protects, preserves, and offers access to a collective memory which could be described as a cultural DNA, one which extends over the entire output of human endeavour and experience – past, present and future. What better explanation is there as to why libraries exist, what better explanation is there to understanding the value society places on national and public libraries, than that they are the chosen mechanism through which mankind's 'collective memory' is protected and made accessible?

I suggest that libraries for the general public arise from a people's imperative to symbolise and enable sharing of the totality of knowledge and experience including that of the imagination expressed through creative literature. However, all libraries which employ members of our sister Associations, including those in private professional practice or business, are part of the global knowledge pool comprised of the entire output of human endeavour and experience. Their resources

add to collective memory, the cultural DNA, through specific knowledge creation of global magnitude, for example in specialist fields including the sciences or technologies and indeed, that of business. The resulting value to society cannot be denied simply because the general public is offered limited, or even no direct access to the knowledge product, for the reality is that all knowledge, howsoever disseminated, impacts through a global market economy on people everywhere.

Notwithstanding differing motivations for collection and library development among early or even current day knowledge keepers, can I pose another question? What caused,

> "... the answers lie in power - the power of knowledge."

and even in recent times, still causes people to destroy libraries and their collections? What of the great library of Alexandria, a place of inspiration, which, with its 700,000 volumes, was a repository of the then "known world collective memory." It was burnt to the ground in the 7th century by unidentified marauders who destroyed a legacy, a global interest legacy, of unimaginable wealth.

Equally, what was the thinking behind the shelling in 1992 of the National Library of Bosnia and Herzegovina? Most of its collections were destroyed, and when a librarian, one of a chain of ordinary citizens and library staffs tried to rescue some priceless works from the rubble, what rationale lay behind shooting her? Questions as to the rationale of such acts can equally be asked about the systematic destruction of libraries in China during the so-called cultural revolution of the 1960s. Nearer to home, what thinking led to the burning of the Cork City Library in 1920 and equally, why, in 1922, was the Dublin Four Courts building burned, and with it, a large part of the records of Irish cultural heritage – our documented cultural DNA in a very real sense?

And why, as if natural disasters are not enough, does history record countless deliberate incidents, worldwide, of books and manuscripts recording a broad range of differing opinion and fact, being burned, of libraries being damaged or pillaged, of keepers of books and manuscripts – librarians, archivists, book-sellers and collectors, being imprisoned, or suffering even worse fates?

Underpinning a perspective which, as library professionals, we may all share, perhaps it is indeed because destroyers of libraries and books do understand, and fear, the value and power of collective memory; do fear the value and power of ▶

knowledge which is freely expressed and open to all. Perhaps, it is because they do understand, and fear, library collections which reflect differing points of view, different ways of thinking, of seeing. Perhaps, it is because they do understand, and fear, the influence of collections, freely available, which encourage constructive, evidence-based questioning and research. Perhaps, it is because they do understand, and fear, the content of collections which signal knowledge of different or alternative, and therefore what might be perceived as being threatening, orders of power. Perhaps, it is all or some of these things. But, somewhere in the equation, I believe that such wanton destruction is about power and, critically, who has that power.

Certainly, in 2007, the power of knowledge is central to societal development as it was in previous eras when power arose from unlocking knowledge of things we now take for granted. Imagine, for example, the power held in times past by those who had discovered a secret trade route, of those who had

> "... the public library stands as a symbol and fountain of knowledge, a true and free university"

learned to make fire or tools from stone: it would have seemed akin to magic. Imagine equally, the power of those to whom the secrets of early scientific research or medical discovery, were revealed. Such power presenting in the Middle Ages, would have been equivalent to that arising from current day oil discovery and methodology extraction or from space exploration, software development or underwater research capability.

The record of history in fact shows that discovery and consequential knowledge growth over thousands of years, and in every generation, brought power in its wake. That power arising from knowledge led, for some, to the freedom to act and moreover to gain advantage and opportunity through intellectual, rather than physical strength. In the context of a modern knowledge–driven society, the library profession, particularly in the public sector, has the capacity to extend that power to an ever broadening community of citizens worldwide:

in effect, the power to offer them access to the potential afforded by intellectual freedom.

In the context of journalism, the issue of intellectual freedom will be explored in another paper to be presented at Conference. But, intellectual freedom is integral also to the very existence of libraries. Significantly, it is integral also to the very reason for being of the professional Librarian who enables freedom by protecting, preserving and encouraging broad-based public access to the power engendered through access to knowledge.

This is an age which places considerable value on social inclusion and opportunities for all citizens. It is an age which supports in a way unknown to previous generations, a concept of equal participation in learning and democratic processes and in that context undoubtedly, libraries for the general public have been entrusted with a role in supporting a people driven imperative to build a sustainable society.

Librarians should be well positioned to undertake this responsibility leading with the dynamism of a profession enriched and enthused by philosophical traditions related to preservation and dissemination of the human record in the interests of everyone.

How can our role be best realised? Certainly by adopting best practice in an increasingly global economic and cultural community; by identifying and seeking to reach new audiences using the best technologies available to us. But also by being conscious of our increasing dependence on each other in a world knowledge access context, a context which necessitates working together, not just on this island but in all corners of the world where sharing of access to globally held resources gives library users access to the power of knowledge. By recognising knowledge as a global asset and assisting in broadening the level of shared access to its benefits, I believe contemporary librarians assist in shaping societal development and follow a pathway forged by scholars of previous times for whom the knowledge record *was* the future.

A journey along the pathway of knowledge building from previous times links the profession of librarianship not only with its past, but with a future in which knowledge and knowledge management represents today the power which will drive societal change into a new and more sustainable tomorrow.

One of our greatest challenges I believe, as a future oriented profession, lies in ensuring that libraries and librarians remain positioned to exercise the power entrusted to them through the ages. This is particularly critical in a highly technological era as other disciplines emerge which do not share philosophical traditions and beliefs which are allied to facilitating shared access to knowledge within a framework of common

community interest. In order to meet that challenge, we need the strength which comes from a collegiate ethic, which reaches across the borders of time and space and indeed, difference. It is that ethic, I believe, this Joint Conference and our professional values symbolise.

Deirdre Ellis-King, BA, DipLib, MPhil, ALAI is President of the Library Association of Ireland and Dublin City Librarian.

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"And why . . . does history record countless deliberate incidents, worldwide, of books and manuscripts recording a broad range of differing opinion and fact, being burned"

Leadership in the public library service

John Mullins

*We have got to remember that library leadership is very influential.
We are not selling mere commodities; we are affecting people's lives.*
Pat McMahon, Galway County Librarian

Abstract

This paper explores the topic of leadership as perceived and practised by public library leaders. Library leaders have a wide-ranging impact on society but have been largely overlooked as the subject of serious study. This is the first study researched and published outside North America and exclusively on face-to-face interviews with public library leaders. It is also the most in-depth to date, as it draws on interviews with thirty public library leaders, using a thirty-question interview guide. As this research was undertaken in three jurisdictions — Ireland, Britain, and the United States of America — it is also the first transnational study on the topic.

This paper outlines varying leadership styles practised by librarians, and confirms the absence of universal or common traits, even within national boundaries. The research findings are summarized under headings such as styles of leadership, mentoring, communication, leadership difficulties, views on librarianship as a career, and future prospects for librarianship, as well as critically examining if the interviewees understood the difference between management and classic leadership.

Keywords: Public library leaders; Leadership; Libraries; Public librarians.

Within the limited body of the literature on leadership in librarianship, many scholars and practitioners emphasize the centrality of leadership to librarianship. Knott (1997) suggested that the practice of librarianship is fundamentally a process of leadership. Susan Goldberg Kent (1996), an American Public Librarian, contended that one of the requisites for public libraries to survive and prosper is solid and sound leadership, adding that the "public library needs reasoned, outspoken, and well-articulated leadership if it is to flourish in a digital future" (1996: 213).

The key research question in this study focuses on senior-level public library leaders in Ireland, Britain, and the east coast of the United States. Thirty top-level public librarians were selected for inclusion in this study. Rather than choosing 30 chief librarians from Ireland, it was deemed of greater value to interview 15 Irish county/city librarians and another 15 library leaders from outside Ireland, including five American and ten British librarians. Each of these face-to-face interviews lasted about one hour. Factors influencing the selection of interviewees included their relatively high national profile, availability, and convenience for research itineraries. Prior to this study, one interview-based study (Sheldon, 1992) used a modest total of five questions for brief interviews with 13 public library leaders (among other library leaders) while another six survey-based studies (e.g. an e-mail questionnaire on desired attributes, by Hernon et al., 2003) were undertaken about selected aspects of library leaders/leadership, but all of these were in North America, and with their primary focus on academic librarians.

Before conducting the interviews for the current paper, an exploration of the literature on leadership in public librarianship confirmed the paucity of research on the topic. A semi-structured open-ended 30-point interview guide (Appendix) was used so that interviewees would address the same topics, while allowing respondents to elaborate on related issues. A qualitative analysis of the findings used a grounded theory (Easterby-Smith et al., 2001; Glaser, 2001) approach to categorize the data. From this process, broad thematic areas emerged from the findings, including:

- overview of leadership in librarianship
- central role of the library leader
- qualities/traits of library leaders
- career narratives (career choice, foremost contributions, whether mentored, etc.)
- leadership and communication
- developing new leaders, role modelling, mentoring, nurturing successors
- people-centred leadership styles
- difficulties associated with leading
- library leaders looking to the future.

This paper summarizes parts of a much larger study for a PhD degree, which included a major review of theories of organizational leadership from the extant literature, but that review is outside the scope of this paper, except for the following observations. Literature on organizational leadership is very wide-ranging, diverse, and sometimes contradictory (Hersey et al. 2008; Bennis & Thomas, 2007), and 'leadership' or 'leaders' defies definition, as it is widely accepted that there are as many theories on what constitutes leadership as there are leadership theorists (Scholtes, 1998). Fitsimmons (2007) suggested that leadership as a concept is not understood. The OECD/PUMA Secretariat (2000) acknowledged that "leadership is difficult to define and means different things in different countries" (2000: 2). Kellerman & Webster (2001) suggested that such lack of clarity is a positive, insofar as it forces an ongoing engagement with "some of the most complicated and richly textured questions about the nature of human affairs", and that lack of prescription liberates the parameters of leadership studies (2001: 486). Rather than critiquing the literature on organizational leadership, however, the focus of this paper is on summarizing the perceptions of library leaders on the phenomenon of leadership as espoused/practised by the senior librarians interviewed for this study. Summarily, leadership was seen by the interviewees as an agent to influence organization behaviour and effectiveness.

The current study first explored if chief librarians distinguish classic leadership from management practices, both conceptually and in their work lives. In addition to exploring a number of core ▶

leadership issues, the research also investigated the perceptions of library leaders on matters closely connected with their careers, such as the impact of public library leaders on followers and on the broader society they serve. The results showed that classic leadership is apparently a relatively scarce quality in public libraries, as many public library leaders articulated that they focus on management and administration issues rather than leadership. This confirmed Riggs (2001): "For too long, libraries have been over-managed and under-led"; Riggs also asked, "Why are we not giving greater attention to, writing more about, and talking more about library leadership?" (2001: 5, 16).

Arguments throughout the study support the centrality of leadership for optimal strategic and operational practices in the field of public librarianship. Since the early 1990s, many writers assert that leadership has become the most critical factor in an effective organization (e.g., Pors et al., 2004; Pors & Johannsen, 2002; Day, 2001).

Leadership and librarianship

One of the main findings of this research was that many of the interviewed senior librarians were not aware of any distinction between leadership and management. While many of the classic arguments in the literature illustrate how the routine preoccupation with operational issues typically hampers strategic/classic leadership, the thrust of views on 'leadership' frequently referred to routine management issues. The majority of respondents (80%) tended to confuse leadership with headship, management, administration, or bureaucracy, or a combination of these – instead of classic leadership as distinguished by Bennis (2003), Kotter (2001), and other writers. One interviewee commented critically that most librarians did not make the leap from management to leadership. Another librarian admitted that he did not give much thought to leadership, while yet another respondent saw the distinction as arbitrary. One participant suggested that leadership was all about attention to detail, contradicting the literature on leadership which sees the latter as a function of management. Only six leaders (20%) in this study expressed an awareness of classic leadership – emphasizing, for example, vision, innovation, and strategic thinking – as an agent of influence or motivation for organizational success. One of these six argued that "leadership is about leading people while management is about tasks". This twenty per cent argued that leadership is the driving force and determinant of organizational success, asserting that without the primacy of a leader "an organization would be without direction, without goals, and without proper monitoring", resulting in poor organizational outcomes. This group suggested that leaders determine the overall culture of the organization, since "staff tend to hum the same tune as the leader". The majority, however, reflected Pateman's (2001) view on "the failure of public library managers to break free of management orthodoxy and become leaders of staff and passionate advocates

of the communities they serve" (2001: 90). The respondents also confirm Riggs (2001), that, within library organizations, "It is common to confuse management with leadership; notwithstanding the fact that both are necessary, management and leadership are two separate hemispheres" (2001: 6).

Dearth of leadership practice in librarianship

As well as many respondents not apparently understanding the theoretical distinction between management and leadership, a core finding in this study supports arguments in the literature suggesting a widespread dearth of leadership practice in public librarianship. One Irish and five British librarians articulated that: "many head librarians are not making that changeover from librarians to leaders", "some library chiefs do not have the mental picture of themselves as real managers or leaders", or "they are books people, sometimes they are authors, but they are not leaders". Another respondent argued, "Leadership never featured highly in librarianship before". Two participants suggested an apparent distinction between leadership and librarianship: "some librarians are very good professionals but are lousy leaders", and "the assumption that a good library professional can be a good leader is not always true". Despite the perceived lack of leadership in past years, some of the interviewees who expressed an understanding of a distinction between leadership and management suggested that a change is more evident recently: "I used to go to chief librarian meetings where the topic of leadership was not high on the agenda, but that is changing now", "The role is now a leadership role", and "some leadership techniques that are common in other fields are beginning to impact now in librarianship". Some of the British librarians complained that, because of an extra burden of duties, the post of chief librarian is discouraging many potentially good leaders from seeking advancement to that role: "Many people are too smart to want a leader's job", "people see the toll that pressure takes on their leader", "my job has taken over my life, requires so much personal sacrifice, and it upsets work–life balance". Similar comments included: "I have a good member of staff who says she is not interested in becoming a leader", or "People in the next layer down see the challenges at this level and do not want to engage with those challenges". These comments illustrate a number of barriers contributing to a dearth of true leadership in public librarianship.

Dilution of library leaders' powers

British Librarians were particularly critical of the dilution of powers that chief librarians previously used to have, because of the reorganization of local government in the mid-1970s which transferred many executive powers to more senior local authority officials. As well as having to answer to new hierarchical layers, some also complained that they have to deal with much wider portfolios and new work responsibilities, such

as arts, archives, museums, education, and even registries of births, marriages & deaths.

National cultures and leadership

Interestingly, Irish librarians appear to share more leadership traits with their American counterparts than with their British counterparts. One example of this was where all the Irish and American respondents allow junior staff to communicate directly with news media about library activities, while only one of the ten British interviewees would permit a more junior member of staff to communicate directly through the media. Even at senior level, only forty per cent of British respondents were in favour of the chief librarian having a high media profile. Deference to bureaucracy was very evident in the British replies, for example: "Nobody is allowed to speak to the press without permission from the council" or, on the same

Interestingly, another distinction, based on nationalities, was on humour as a catalyst for more effective leadership. One in three of the Irish respondents, all male, spoke of the benefits of having humour and happiness as part of the culture of their organizations. One of these argued that the absence of humour was a sign of weakness; another said humour should help to prevent leaders from taking their personal status too seriously; and another saw humour as a catalyst for better organizational effectiveness. Contrasting with the Irish examples, none among the fifteen American or British respondents raised the issue of humour.

> "The results showed that classic leadership is apparently a relatively scarce quality in public libraries, as many public library leaders articulated that they focus on management and administration issues rather than leadership."

topic, "The council policy is very clearly: 'No'." This contrasted with the full support of the American and Irish librarians for junior staff personally promoting library niche activities in the media.

A contrast between the three nationalities was also evident where Irish librarians felt strongly that the chief librarian was the primary determinant of the prevailing culture in their libraries; whereas British librarians affirmed that local authority officials primarily determined the library culture; while the American librarians said that the librarian and staff collectively determined the culture of their respective libraries. Overall, 63% of the respondents believe that the library leader *determines* the library culture, while 37% believe that the leader only *contributes* to the culture.

American and British librarians were more similar on the issue of formal meetings with staff. A marked difference was evident in the paucity of staff meetings conducted by Irish librarians in contrast to the frequency of meetings held by their American and British counterparts. While all five American interviewees and nine of the ten British interviewees do hold weekly meetings with senior library staff, only two of the fifteen Irish librarians held weekly meetings with senior staff. Twenty per cent of the Irish respondents said they never hold any formal meeting with staff, with one of these remarking that they meet *informally* on a daily basis.

Vision

Two-thirds of the interviewees prioritized attention to the implementation of *vision* (guiding purpose / compelling goal) as the most essential element of library leadership. The following two quotes are typical of the widespread emphasis on vision: "The most essential qualities of a public library leader are: having a vision, having the ability to communicate that vision, and having commitment and drive to implement one's vision", or simply, "Leadership is articulating vision". This reflects recent literature, e.g., Williams (2006), who declared, "The most important thing for a leader to have is vision" and to share that vision (2006: 4). The interviewed leaders in the current study furthermore advocated recruiting and assisting staff who show vision.

Library leaders' traits

Goffee & Jones (2000) reported that researchers, despite numerous studies, have not found common personal attributes that are shared by the countless number of effective leaders, worldwide. In the current study, when asked to name the most desired qualities of public library leaders, the thirty respondents prioritized a cumulative list of about sixty different attributes, such as: being strategic; having a strong vision for direction-setting; exercising good judgement; inspiring and motivating; exercising PR and political skills; being a good networker; being a good negotiator; being committed and enthusiastic; being energetic; having tenacity; willing to take reasonable risks; being people-centred; skilled in communication; and being continually aware of the big picture. Yet no two participants coincided with the same list of required qualities, coinciding with findings in the literature on leadership.

"Overall, 63% of the respondents believe that the library leader determines the library culture, while 37% believe that the leader only contributes to the culture."

People-centred leadership

All thirty respondents espoused people-centred leadership for dealing with staff. Describing this style, interviewees used terms such as: participative, encouraging, supportive, empowering, democratic, consultative, proactively approachable, communicative, open, team-leader, or collegiate. Trust was one of the many elements articulated for people-centred leadership. All thirty respondents saw trust as essential to leadership: "you cannot be an effective leader if you are not trusted" or "Trust is as important as leadership itself". Almost all felt that integrity was an essential part of people-centred leadership, some because it was good in itself, others because it produced results by motivating staff. Just two respondents placed a negative connotation on integrity, paradoxically believing that integrity could be a Machiavellian ploy. The majority espoused integrity as an essential aspect of leadership, suggesting that "People are not going to follow somebody they question". Another aspect of people-centred leadership was the willingness to be challenged by staff. Ninety-three per cent of participants said they tolerate challenge, seeing it as a creative force, resulting in a "healthier" and "happier" organization. Two-thirds responded emphatically that emotional or psychological support for staff should be provided by library leaders. The remaining respondents were divided between those who saw such support more as fire-fighting instead of an ongoing positive exercise, or those who felt they were not qualified to serve this role, or that it was impossible to provide such support for all staff. The majority saw associated organizational benefits, arguing that "you are doing it for the good of the organization", since "People do not leave their private lives outside the door when they come to work" and "If you do not nurture the emotional well-being of staff, you cannot expect staff to work well".

Varying leadership styles

The respondents practised different styles of leadership. Thirteen per cent described their style as a dynamic or changing style, while the majority (87%) saw their predominant leadership style as having fixed or ongoing traits or styles, e.g., "collegiate", "supportive", "laid back", "hands-on", or "delegating". All participants said they had more than one style of leadership: "every leader has a mixture of styles", or "you need appropriate styles of leadership for the circumstances you are in". Some leaders described this approach as "pragmatic, because one needs appropriate styles of leadership for the circumstances one is in". Approximately one in four practised *leadership by example*: "my style is fundamentally based on example". One American leader reported that she practises servant leadership (Greenleaf, 1996) to providing ongoing support for staff. Storytelling was a style used by ten per cent of respondents for influencing staff behaviour, through repeatedly articulating organizational culture and identity. Tenacity, espoused by one leader, was a leadership style recommended

for acquiring additional resources for service development. Miscellaneous qualities, such as "networking", "commitment", or "realist" were articulated by others. The overall thrust of the replies suggests that current library leadership styles are now less authoritarian, as participants claimed that they are more democratic, participative, and supportive of individual and team requirements than their predecessors were.

Followers

All leaders in the current study acknowledged the importance of followers. The participants discussed leader–follower interdependence, admitting that leaders exist "only because other people are willing to be led" and that their own effectiveness is "only as good as the support" they receive. Other respondents suggested that "a good team without a good leader will not succeed" because "staff move according to the person beating the leadership drum". They articulated that library service is dependent on front-line staff, making a "partnership with staff" central to library leadership, acknowledging that their followers deliver the service. About one quarter of the respondents (27%) said they deliberately share leadership functions with their experienced staff, arguing that "leadership is more than just one person at the top", since "organizational culture is not so much determined by the leader as much as by the leadership" which is "layered throughout the organization". Other respondents suggested that "unless leadership applies in other areas of the organization it is not going to work", as "a leader of a section can determine the success of that section". This did not mean that chief librarians did not "set the tone and set the style", but wanted "a team-based approach to leadership", "throughout the organization" and "at all levels", since "the leader cannot do everything" and "it is very important that there are different people in the organization" contributing their own specialities.

Negative leadership

On the negative side, participants narrated accounts of library bosses whose organizational styles were antithetical to people-centred leadership. Looking to previous bosses, or to current bosses outside their own institutions, most of these criticisms were made against leaders who were perceived to have negative people-skills or who were considered ineffective. The interviewees articulated examples of negative or toxic library leaders and how such leaders inflict long-term damage on a library service: "A bad leader can ruin a *generation* of staff". Carson et al. (1997) observed that a leader, rather than an employee, with a negative profile is much more damaging to an organization as they have "the legitimate power of their offices to influence an organization's direction", declaring that, "most people with sociopathic tendencies don't typically wind up in prison – in fact, many wind up in the cushioned leather chairs

of administrative offices"; and they added that, "trying to change sociopathic library administrators is impossible – it can't be done", and colleagues who attempt to change them can "be setting themselves up to be scapegoated, victimized, abused" (1997: 158, 161-2). In the current study, all respondents accepted that poor leadership qualities do exist but they did not suggest how negative leadership might be addressed in library organizations where negative leadership might prevail.

Participants' most valued leadership contributions

The personal contributions of which respondents were most proud were mostly intangibles, such as, changing the culture from a dogmatic leadership environment to collegiate leadership, or otherwise improving the working climate: "I made people feel comfortable and made people feel they can contribute, particularly at the most senior level", or "people are much more open to new ways of doing things, to their own development, and to being more customer focused". The interviewees appeared to be as proud of such staff-support improvements as they were of more tangible and customer-oriented developments such as the provision of new premises and other customer facilities.

must improve the physical quality to compete with people in the marketplace, as people will judge us on the quality of our buildings; if people see a dingy, dark library they perceive a dingy, dark service".

Absence of succession planning

Gandossy & Verma (2006) and Collins & Porras (1998) found that successful long-lasting companies in the private sector had one thing in common: a culture of succession management. The current study, however, found a widespread absence of succession planning, underlining the dearth of focus on developing leadership in the profession. Moreover, prevailing policies tended to discourage talented staff from seeking career advancement in other library institutions. Another factor which might not contribute to a culture of developing new leaders was the widely held view that chief librarians do not see themselves as having a teaching role. All interviewees reported the complete absence of formal mentoring, admitting this hindered leadership development in public libraries. This confirms Usherwood et al. (2001) who also found that career development is given low priority in many library authorities. Ninety per cent of respondents did, however, see themselves as role models, influencing or determining the behaviour of followers, arguing that followers tend to emulate senior grades,

> "The current study, however, found a widespread absence of succession planning, underlining the dearth of focus on developing leadership in the profession."

Choosing a career in librarianship

Of major significance to recruitment policies for public librarianship is that almost three-quarters (73%) of the interviewed librarians began their careers by happenstance, rather than from any medium- or long-term ambition. One American librarian said he got the job "perfectly by accident; I ran out of money, had to get a job, got a job in a public library". An Irish librarian said, "I had an offer of three jobs after I graduated but took the librarian job as it was the nearest", while another Irish librarian mundanely explained, "When I got news that I was chosen to go for a medical, I was painting a hay shed for a farmer that day and I said anything was better than that". Despite these sample haphazard reasons for taking up a career in librarianship, these three librarians went on to become exemplary leaders in the profession.

Only about one in four participants (27%) were drawn to the career because of their previous experience of libraries, such as part-time work in libraries or because they were users of libraries. This finding has significant relevance to the area of attracting and recruiting high calibre candidates to the profession. The relatively low profile of librarianship as a career among job seekers was seen by the leaders to narrow the potential for recruiting more candidates with leadership abilities. Interestingly, one Scottish interviewee suggested that library architecture plays a role in attracting new recruits: "We

particularly the leader. The same percentage believed that they informally nurture leadership through facilitating the development of staff with leadership potential by exposing them to a wider range of responsibilities, by empowering them generally, or simply by inspiring them.

Communication

All thirty interviewees concurred that good communication is an essential element of leadership. Despite emphasising the essential role of communication for organizational effectiveness, fifty per cent of respondents articulated that inadequate communication typically prevails in any organization. One interviewee said that "Communication is the biggest continuing problem". As communication is dynamic, it is, axiomatically, never complete. Participants reported that, even with the best efforts, adequate communication is virtually impossible to achieve because leaders depend on upward communication from staff, which is largely outside their control, and particularly because the increasing pace of environmental change means that leaders often have to deal with information overload.

Networking

Networking was highlighted by respondents as a requisite for public library leadership, as a public relations exercise, and, ▶

especially, as a method of garnering greater support for increased allocation of library funding from local authorities and other sources. The majority of the interviewed librarians emphasized the importance of networking, particularly with senior officials of their local authorities, with local politicians, the news media, and with fellow librarians. Respondents also

> "... good communication is an essential element of leadership."

claimed that major policies are often decided through networking outside formal meetings, and that the leader should partake in such ongoing networking. As well as networking with financial and policy stakeholders, librarians also believe that leaders should network among their own professional colleagues in order to share processes and ideas.

Politics

Forty per cent of the Irish interviewees endorsed a need to act in a political manner, since "We work in a political environment", and "Exercising political skill is a required quality for any chief librarian". This concurs with the IFLA/UNESCO (2001) recommendations for advancing the cause of library development through political networking (2001: 72). In contrast, only one each of the British and American interviewees referred to a need for chief librarians to behave in a political manner.

Socializing with staff

As an exercise in improving communications, eighty-seven per cent of the respondents were in favour of socializing with staff, in varying degrees. Some of those who disagreed with the practice believe that socializing between leader and staff can cause confusion during work hours, or that it might not be "good management", since "You can't be friends", "it is not only impossible but is unwise to be friends with your employees", or "socializing starts to bring artificiality into things, especially the more you formally celebrate things".

Isolation

When asked if there was a risk of the leader being somewhat isolated from true communication with staff, most respondents agreed that this is a real possibility and that leaders need to make efforts to reduce such isolation. All fifteen Irish librarians agreed that this risk was real: "I don't think there is a chief in any organization who could say he or she is not isolated", and "Leaders must realize that staff will always keep a certain distance from a leader". The only respondents who did not

acknowledge such a situation for leaders were five of the ten British librarians and one of the five American librarians — who claimed in their own cases they did not suffer any loss of communication from staff. Comments from the majority, however, belie such camaraderie, as most respondents expressed that "it is impossible to have full openness between followers and their leader"; "Because you are the chief librarian you do not hear things directly"; "even though the person says they have an open-door policy, staff themselves will keep themselves from using that open door"; and "It can be quite a lonely job because you cannot really confide".

Difficulties for leaders

Heifetz and Linsky (2002) declared, "to lead is to live dangerously" (2002: 65). In the current study, the interviewed leaders spoke of a range of difficulties associated with the post of chief librarian, such as: the onus on many of them to work long hours; vulnerability of the leader; difficulties because of poor organizational communication; and limitations on external career prospects due to negative stereotyping. One in five of the participants related that they worked inordinately long hours in an effort to address a growing burden of duties. An increasing amount of administration duties for chief librarians is seen as diluting their application both to librarianship and to leadership.

Leaders reported vulnerability on appointment to their current professional level: "When I was appointed librarian, I really wondered if I would be up to the job; I began to doubt my abilities". This vulnerability may be partially due to the reported lack of career-development in libraries. Leaders also reported being the organization's scapegoat for personal problems between staff. Even when some leaders tried to advance their careers outside librarianship, interview boards did not see their experience and talents as transferable to the private sector, since many executives in the private sector hold negative stereotypical views of librarians and of other public sector executives: "People assume that the entrepreneurial spirit resides exclusively in the private sector". British librarians complained of excessive bureaucratic controls and interference from senior officials, suggesting that, "The CEO in a private enterprise has a lot more leeway about decision making". External environmental factors also challenge library leaders, as "there are so many other elements out there competing against us". An internal negative culture and its associated baggage, such as poor work practices or poor hierarchical relationships, was also reported as a challenge for a newly appointed leader, even for years after his or her appointment. Other difficulties which were articulated as hampering organizational functioning are summarized under the next heading about service constraints.

Constraints on library service

All thirty respondents discussed constraints on their organizational leadership, but added that one of their functions was to challenge and overcome obstacles. One constraint common to all respondents was the lack of adequate financial resources and staffing levels. The participants argued that leadership ability counted for little in the absence of adequate resources. British librarians, especially, pointed to the increasing complexity and volume of their duties, some of them not directly related to librarianship. British respondents also reported a gratuitously conservative approach from their parent bodies, the local authority councils. Overall, librarians complained about an increasing amount of bureaucracy, regulation and administration. Apathy among the general public and elected officials was seen to be an issue that hampered greater investment in resources. Another reported difficulty was the lack of continuity arising from career changes among senior local authority personnel. Trade unions occasionally challenge leadership plans or decisions. Sometimes political constraint/interference can obstruct a librarian's leadership strategies. Respondents complained of inadequate time for attending to their workload. Staff incompetence was also seen as an issue that hampers organizational effectiveness. The apparent common acceptance of the relatively low public profile of libraries, despite libraries

library leaders tended to discuss the effect of automation on organizational management/administration and on communication. Those who did see a direct influence of information technology on leadership articulated views such as, "There is an increase in democracy now as everybody has access to the knowledge within the system", and "you are now leading a team that has access to all information which they would not have had before". Some of these leaders believed that "the effect on leadership of automation has been tremendous; it has opened up vistas that we could not have imagined", and "before automation we were really operating in a blind sense". A fundamental improvement in communication facilities for leaders and followers using information technology, such as word processing and e-mail, was widely acknowledged. Overall, the findings portray a positive view of the effect of technology on leadership effectiveness, even if it was not seen as central to leadership.

Gender

There was little unanimity on the role gender might play in leadership effectiveness or in leader relationships with other library stakeholders. Views ranged between "Gender has an influence" and "There is no difference". Forty per cent of interviewees, eleven males and one female, believed that gender clearly has an influence on leadership. While favouritism towards same-gender leadership qualities was widely expressed among respondents, one female Irish librarian was very critical of the competence of one third of the total complement of her fellow-Irish female peers, while she did not criticize any of her male peers. Two other female respondents suggested that male and female staff relate better to male

> "Networking was highlighted by respondents as a requisite for public library leadership."

being such a widely used public institution, was seen as an obstacle to the adequate financing and development of libraries. The ongoing necessity of having to repeatedly remind suppliers and other stakeholders to respond to administrative requests was described as an obstacle that wastes much time and effort for leaders. Libraries which did not provide sufficient numbers of strategic posts were also seen to limit organizational development and career-advancement strategies for prospective library leaders. Notwithstanding a multiplicity of constraints articulated in the empirical findings, all participants expressed optimism for overcoming most obstacles through leadership skills.

E-leadership

Gurr (2004) argued that leadership in technology-mediated environments is significantly different to traditional leadership, as it places greater emphasis on the leaders' skills, including exemplary interpersonal skills, to cope with new organizational complexities. The majority of interviewees in the current study, however, suggested that information technology was not generally seen as central to leadership. Instead, the

bosses. Male participants sympathized with female chief librarians for networking difficulties they apparently encounter, since external decision-makers are mostly men, who typically networked with other men. Overall, far more negative comments were made about the perceived effect of female bosses than about the effect of male bosses on staff. About one quarter of the respondents (27%) reported cases of difficulties that followers had with individual female leaders: "Females tend to feel that their authority should be sacrosanct", "Females tend to have favourites", or "Females generally tend to be a lot harsher, and a lot more craving for power". On the other hand, male leaders were also criticized for tending to be autocratic. In summary, the views of the respondents on the role of gender in leadership were mixed. While no single consistent view was established, the majority views showed that males and females tended to be more critical of female bosses, particularly for their approach to interpersonal dealings with followers.

Focus on people and books/information

When investigating the professional priorities of the library leaders, one respondent replied, "You can reduce all library ▶

management to two things: People working in the library must love books and love people". This view sums up the thrust of the responses from all thirty interviewees, who underlined that they focused on serving the public and on supporting staff. Participants saw the library's purpose primarily to enhance individuals and society: "by developing citizens", "practising social inclusion", "as a catalyst of positive cultural change in society", and "to serve national and council objectives of serving people's needs". Leader support for staff was another priority: "people do not work better because of remuneration; they work far better because of job satisfaction and recognition from seniors". While contributors agreed that "the two most important things about a library culture are delivery of service and inter-staff relations", a constant theme underlying these priorities was the library's traditional and staple service product: "Our core business is libraries, books, and information".

Medium-term ambitions

Half of the contributors to the current study said their five-year vision would include the maintenance and development of the core services in which they were already engaged. Just over one in three said they would endeavour to improve access to the service, for example, through extending opening hours, providing online access to more services, and, in one case, providing barcode access to a twenty-four-hour kiosk for self-

> ". . . leadership in technology-mediated environments is significantly different to traditional leadership."

checkout of popular novels. More than one in four aimed to provide better premises, with modern and attractive décor, "reinventing the library image so that the interior has a modern, contemporary, informal feel", "to compete with people in the marketplace, as people will judge us on the quality of our buildings". Short-term vision for some respondents included raising the library's profile in their communities by drawing on surveys and marketing techniques, and continuing to impress on politicians the distinctions between libraries and bookshops. These medium-term strategies portrayed a blend of determination to develop established processes while introducing innovative expansion of services.

Viewing public librarianship as a special service with a social role

The interviewed public library leaders repeatedly made the case that they are very different from leaders in the private sector and even from other public sector leaders. The participants

believe they are leaders of institutions that are fundamentally "making a difference" to the lives of people. Similar to findings reported by Budd (2007), the interviewed librarians believe they and their libraries are major catalysts of change in their social environments. They are not profit motivated; they are driven by a sense of mission to add value to the individuals and communities they serve; and they are passionate about making a contribution to the quality of society. Their views reflect those of the state librarian of California: "we are managing an institution that's very, very special. It's not a widget shop" (Gary Strong, in Sheldon, 1992: 400). The interviewed librarians saw public libraries, as "the bastions of social inclusion" and as a key contributor to the well-being and development of society. All thirty respondents shared these sentiments, affirming that libraries "can make a difference in people's lives in terms of improving their personal situation, whether that is in a better job, better health, or enhancing their lives generally". Libraries were also seen as agents of local cultural change. This effect was also viewed as a counter culture to possible negative social environments, such as localized criminal cultures among young citizens. A community's sense of ownership of the service was viewed as an important part of the overall effectiveness of libraries. In summary, public libraries were seen to profoundly add value to society.

Passion for 'a career that matters'

Enthusiasm for the profession was the primary reason for leaders choosing to continue in the career of librarianship. This enthusiasm was bolstered by a deep belief, articulated by two-thirds of the interviewees, in the significance of their role: "What we are doing really really matters". While each of the participants highlighted their reasons, such as the pleasure they receive from their careers, it was their general contribution to adding value to society that primarily continued to motivate library leaders, as reflected in comments such as, "I like my career; I am playing a little part in improving the world". Wedgeworth (1998) suggested that library leaders endeavour to 'make a difference' rather than just being the 'head of something'. The enthusiasm of public library leaders for their careers in the current study was very evident: "This is a fascinating profession", "I get a buzz from it", "I am as interested and as committed and as tuned into the career now as I ever was", "I love it; I would not be doing anything else", "I feel very passionate about it", and "people within library services everywhere treat it as a vocation". Most interviewees developed their interest in the profession *during* their careers, e.g., "I did not have a vocation for librarianship but I grew into the service; I love the service; I feel very passionate about it". Passion for their careers was directly linked to the intrinsic significance of public libraries: "I am extremely lucky to be a librarian; the library service can really make a difference", "I have got a lot out of life and life has been richer for me because I work in a library rather than in other jobs", "I remain in the career because I find it enjoyable and because there is an opportunity to make a difference in a non-profit organization", and "Why I remained in the career is because I really get a great buzz out of how we can help people, the amount of assistance that we can give them and in some way show them that great

books can change their minds". At the same time, the interviewees saw that more needs to be done: "there is a role for making libraries matter more".

Future of public library services

At the end of each research interview, the thirty leaders were asked to speculate on the likely status of library services in the year 2050. While approximately one in four (23%) remarked on the unreliability of predictions, speculative views can illustrate current degrees of optimism or pessimism about the long-term direction of the field in which the interviewed librarians are currently leaders. Ninety per cent of the respondents expressed optimism for the survival of public library services into the middle of the twenty-first century. More than half (57%) explicitly expressed a belief that the public library would continue to provide important premises or space to support social or community requirements in the middle of the twenty-first century, affirming that, "Libraries as social and cultural centres will still be important", or that, "One of the librarian's roles is in providing social space and this will become more and more important as the library will become *the* most important community meeting place". Participants predicted that both online and premises-based services would continue to be provided: "There will be two library spaces: a virtual and actual space". Three of the ten British librarians suggested that the public library service might not survive into the middle of the current century. Seventy per cent of the interviewees speculated that books would continue to be published in paper format, particularly fiction books: "Fiction will always be in the form of a book", "The intimacy of the book will always remain", "I firmly believe that books will always be there", "The novel as a medium will prevail, but I don't see it being disseminated electronically", and "more and more books are being published". For one respondent, the survival of the book underscored the survival of libraries, because, "Clearly, our core public purpose is to provide books". In contrast to the majority view, two (one British and one American) among the thirty librarians expressed doubts about the survival of books: "Maybe there won't be books?", and "by 2050 the book may be gone". On the topic of the survival of public libraries, fifty per cent of respondents presented a variety of speculations on future technology developments, such as on-demand downloading of data or books, either in libraries or at home. Overall, the dominant view of the interviewees was optimistic that public libraries should survive and prosper, with new demands placed on them, e.g., as intermediaries dealing with the accelerating amount of online data, and especially as neutral and inclusive locations contributing to the social and cultural well-being of citizens into the future.

Conclusion

The wide variety of qualities articulated above by the thirty respondents portrays leaders who, overall, profess a positive outlook for their career in librarianship, a career they value more than just as a means of employment. The wide range of leadership qualities illustrate a range of varying combinations of personal and professional qualities, reflecting Scholtes (1998) who suggested, "Leadership is an art", and therefore a phenomenon without a formula (1998: 372). While a limited number of distinctive aspects of leadership style was apparent between national groupings among the interviewees, the wide range and combinations of personal leadership styles was very apparent throughout. Notwithstanding such variety, general agreement on some core leadership attributes were agreed on, including the view that leadership is about influence, "bringing people with you", as the interviewees equated leadership (phenomenon) with motivation, just as they saw the leader

> "... the two most important things about a library culture are delivery of service and inter-staff relations"

(agent) as a motivator. Regardless of many of the interviewees' apparent lack of awareness of a distinction between classic leadership and routine management, the interviewed librarians shared the view that good leadership and leaders are catalysts for motivation.

The librarians in the current study were optimistic that one of their functions was to address and overcome a range of challenges associated with library leadership, reflecting Glogoff's (2001) view that skilful leadership will be required to steer public library services through increasingly changing environments. Overall, the interviewed public library leaders in the current study articulated a strong belief in their leadership skills for sharing their vision through staff motivation. They also articulated a commitment or passion to act as catalysts for the ongoing improvement of the quality of life of citizens, through their own role as leaders of a public library service, a service which, regardless of technological developments, they are convinced will continue to play a positive and essential community role into the future.

John Mullins, PhD, DLT is Senior Executive Librarian, Cork City Libraries. This article is based on the author's thesis: J Mullins, 'Perceptions of leadership in the public library: a transnational study', PhD thesis. (National University of Ireland, Cork, 2004). john_mullins@corkcity.ie.

> "... there is a role for making libraries matter more."

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Appendix: Interview Guide

1   "Leadership takes precedence over all other factors in determining organizational success" (Tichy & Cohen, 1997). Do you agree?

2   Do you believe that the organizational culture of your overall library service is largely determined by the leader?

3   What aspects of the organizational culture of your organization do you regard as most important?

4   What contribution are you most proud to have made to your organization?

5   How would you describe your style of leadership?

6   What qualities are most required by leaders in the field of public librarianship in general?

7   In your opinion, what are the worst traits/practices of a bad leader in public librarianship?

8   (i) Do you consider yourself to be a role model for your staff? (ii) If yes, how does playing a role model influence your own behaviour?

9   Do you think a leader's personal integrity (as a role model) is important for leading staff?

10 What links do you see between leadership and trust?

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11 Should leaders act as emotional/psychological supporters of staff? If yes, why?

12 Do you regard Teaching as one of the responsibilities of a leader? If yes, to what extent?

13 Do you tolerate/encourage dissent?

14 Do you hold formal meetings with staff? If yes, how frequently?

15 Does a leader's power, isolationism, and autonomy prevent him/her from receiving direct feedback or positive criticism from staff? (Kaplan et al., 1985)

16 What are the major constraints on your ambitions to develop the service?

17 How might future public library leaders be nurtured in the organization?

18 What are your general views on communication within an organization? Should a leader involve himself/herself with direct communication with frontline staff?

19 Do you think chief librarians should have a high profile in news media?

20 Would you authorize heads of departments to speak to the news media?

21 Do you encourage all heads of departments to participate in the formulation of policy?

22 What major effect has automation made on leadership?

23 Do you believe leaders should endeavour to occasionally meet staff on social occasions? If yes, what hierarchical levels should leaders socialize with?

24 In your view, what influence (if any) has a leader's gender on the role of leadership?

25 Did you have a mentor in your earlier career? If yes, what was the gender of the mentor, and what influence had the mentor on you?

26 Briefly, what is your vision for improving public library services within the next five years?

27 What prompted you to take up a career in librarianship?

28 Why do you remain in the career of librarianship?

29 Have you any additional comments on leadership that you would like to add?

30 Finally, stepping into the area of informed speculation, to the mid-21st century: How would you speculate that library services might best be made available to citizens in 2050?

"Do na Glúine a Chuaigh Romhainn a Scríobhaimse"

Gabriel Rosenstock faoi agallamh ag Micheál Ó hAodha

File, aistritheoir, fear haiku agus eagarthóir é Gabriel Rosenstock. Rugadh i gCill Fhíonáin, Co. Luimnigh, é. Ba Éireannach í a mháthair agus ba Ghearmánach é a athair. I measc na leabhar is déanaí uaidh tá an leabhar taistil *Ólann mo Mhiúil as an nGainséis, Rogha Danta/Selected Poems* agus a rogha haiku Gaeilge, *Geaga Trí Thine*. Is eagarthóir cúnta sa Ghúm é.

Cathain ar thuig tú gur mhaith leat a bheith i do scríbhneoir?

GR: Sular rugadh mé. I bhfad siar. Bhíos im chloch. Ansin bhíos im chrann. Bhíos im phocaide gabhair ina dhiaidh sin. Go sábhála Dia sinn! Ansin rugadh i m'fhile mé. Ní thagann sé i gceist 'ar mhaith leat a bheith i do scríbhneoir' faoi mar nach dtagann sé i gceist ar mhaith leat a bheith i d'eilifint. Níl aon rogha agat. Bheith id scríbhneoir nó bheith id chloch, caithfidh tú do dhualgas a chomhlíonadh agus teacht ar d'fhíornádúr. I láthair na huaire tá eilifintí fadfhulangacha ag comhlíonadh a ndualgas agus iad ag glanadh suas i ndiaidh an tsúnámí ... *Ganesha sharanam, sharanam Ganesha!* Ómós don dia-eilifint, sin cuid dem dhualgas-sa.

An cuimhin leat an chéad dán a scríobh tú riamh?

GR: Is cuimhin go maith mhuis'. Bhíos im leoithne. B'in é an dán. Ach níor thuigeas é, ar ndóigh. Caithfidh tú a bheith i do dhán i dtosach, ansin i d'fhile, agus i do dhán arís ansin más

féidir. Rothaí móra an tsaoil. Thóg sé tamall maith de bhlianta orm focail a aimsiú don dán ab ea mé, friotal, focalstór, stíl – teanga. Cad is teanga ann? Tír gan teanga tír gan anam, a deir siad. Ba mhaith liomsa cur leis an nath sin: teanga gan anam ní teanga í in aon chor. Tá an Béarla ag fáil bháis, an t-anam ann cniogtha. Tá Teamhair ina féar agus féach an Traí mar atá! Rothaí ag casadh. An Béarla cniogtha. Bímis buíoch den triúr is mó faoi deara sin, Bush, Bertie agus Blair. Beidh Éire buíoch díobh.

An raibh leabhair agaibh sa bhaile?

GR: Bhí an tigh lán de leabhraibh, sa Ghearmáinis. Is cuimhin liom carn mór irisí liteartha a bheith ann chomh maith – *Sinn und Form* mar shampla. Eagarthóir na hirise sin Peter Huchel. Blianta fada ina dhiaidh sin d'aistrigh mé a chuid dánta go Gaeilge, leabhar dar teideal *An Spealadóir Polannach*. Ba cheart go mbeadh sé i ngach leabharlann sa tír. Ach níl! Léaráidí breátha ann le B. Rosenheim.

An mbaineann tú féin leas as an leabharlann?

GR: Bainim mar is ball de chlub léitheoireachta mé. An leabhar is déanaí a roghnaíomar ná *Oracle Night* le Paul Auster. Is fiú é a léamh. Casadh bean orm an oíche cheana, Catherine McKenna, scoláire Breatnaise as Nua-Eabhrac. Scrígh sise

blurba ar chúl *Portrait of the Artist as an Abominble Snowman,* rogha dánta dem chuid a aistríodh go Béarla. Níor bhuaileas léi go dtí sin. In Buswell's a bhíomar, scata againn, Liam Carson, Hans-Christian Oeser, mo bhean Eithne, is mise ag tabhairt amach mar gheall ar George W. Bush. Chas Catherine a cloigeann inár dtreo. An bhfuil a fhios agat cén fáth? Mar go raibh Paul Auster luaite agam. Dúirt sí go raibh sí chun dinnéar a bheith aici le Paul i gceann lá nó dhó – i Nua-Eabhrac. Rothaí an tsaoil ag casadh de shíor. Nach ait an rud é. Roghnaíomar leabhar a scríobh bean Phaul Auster dár gclub léitheoireachta chomh maith. Tá an saol breac le míorúiltí beaga.

Cad iad na tréithe atá inmhianaithe le bheith i do scríbhneoir?

GR: Braitheann sé. Is mór an chabhair é a bheith i do sheáman ó dhúchas.

An scríbhneoir nach seáman é (nó í) níl ann ach ceardaí proifisiúnta nó oirfideach a chuireann siamsaíocht ar fáil. Ach an seáman, tuigeann sé gur aistear síoraí is ea an saol agus gur féidir an t-am agus an spás a shárú agus do dhúchas síoraí a aimsiú agus a cheiliúradh. Gléas iontach chuige sin an haiku. Daingniú iontach ar an tuiscint sin is ea staidéar a dhéanamh ar Advaita, fealsúnacht neamhdhéach ar a dtugtar 'Nonduality' sa Bhéarla air. Tá fáil ar phéarlaí neamhdhéacha sa Chríostaíocht, sa Hiondúchas, sa Bhúdachas, sa Daochas agus in Ioslam ach dul á lorg.

Cad iad na deacrachtaí a bhaineann le bheith i do scríbhneoir Gaeilge?

GR: Deacracht ar bith. Tá an t-ádh dearg linn! Mise faoi duit! Níl dream is beannaithe ar domhan. Aon uair dá mbuailim le Cathal Ó Searcaigh bíonn straois go dtí an dá chluas air. É ag léimt as a chraiceann le háthas. Níl puinn léitheoirí againn agus is amhlaidh is fearr é! Ní bhíonn leabhair Ghaeilge sna siopaí leabhar, ná i mórán leabharlanna ach an oiread; ní bhíonn siad á bplé ag na meáin – *ergo*, tá saoirse iontach againn. Níl éinne ag rá faic mar gheall orainn, olc, maith ná donaí. Cá bhfaighfeá a leithéid de shaoirse! Bheadh imní orm dá dtosnódh daoine ag léamh leabhar Gaeilge ach níl aon bhaol go dtarlóidh sé sin. Táim cinnte de!

Cé dó a scríobhann tú mar sin?

GR: Ní don ghlúin atá suas faoi láthair, bí cinnte de sin! Ná do na glúine a thiocfaidh. Scríobhaimse do na glúine a chuaigh romhainn ... Bhuel, ní fíor é sin ar fad. Tá léitheoir amháin agam san India, Bibi Baskin.

Cad é do mheas ar scríbhneoireacht chomhaimseartha na hÉireann?

GR: Fiafraíodh de Mhao cad a shíl sé de Réabhlóid na Fraince. 'Th'anam 'on ducs,' ar seisean, 'tá sé i bhfad róluath chun aon ní a rá ina thaobh sin.' Léimse Rumi. An duine a léann Rumi ní gá dó aon rud eile a léamh. Ní hin le rá nach léimse daoine eile. Bím ag léamh an t-am ar fad. I ndeireadh na dála áfach, is leor Rumi. Is ionann Rumi agus an t-iomlán, gach aon rud

eile is blogh atá ann nó sciar, nó cuid den iomlán má thuigeann tú leat mé. Rumi is ea an ghrian. Réaltaí beaga gach éinne eile, a bhformhór acu ag dul as. An mhíorúilt a bhaineann le Rumi ná gur dhúisigh sé as an mbrionglóid ama agus spáis agus shleamhnaigh isteach sa tsíoraíocht is baile ceart dúinn go léir.

Cé eile a thaitníonn leat?

GR: Ó scata mór. Ach cad is fiú taitneamh? Cad is fiú pléisiúr? Ní thugaim taitneamh don taitneamh a thuilleadh. Tar éis duit Mirabai nó Kabir a léamh nó file *bhakti* ar bith, tuigeann tú nach é an taitneamh is tábhachtaí in aon chor ach síormheisce ríméadach. Bíonn na mórfhilí Súifí ag caint air an ríméad sin gan stad – agus á chur in iúl go sáréifeachtach. Hafiz, cuir i gcás. Nádúr Dé is ea an ríméad. Maidir le gnáth-thaitneamh ... N'fheadar cén fáth ach tá greim millteach ag I.B. Singer orm. Na gearrscéalta aige. Na húrscéalta. Ba bhreá liom a bheith in ann é a léamh sa bhunteanga, an Ghiúdais. Ach ní i dtuilleamaí na leabhar a bhím an t-am ar fad. Faighim go leor téacsanna gach lá sa ríomhphost ó dhreamanna ar nós an NONDUALITY SALON agus POETRY CHAIKHANA agus tugann na sleachta a léim ar na suímh sin an-mhisneach dom. Roinnim cuid den saibhreas sin sa cholún ócáidiúil atá agam ar an bpáipéar *Lá*. CLÓ ANAMA is teideal don cholún. An léamh is grinne ar fad a d'fhéadfá a dhéanamh ar théacs ar bith ná é a aistriú. É a shlogadh isteach i d'ionathar agus i d'anam. Níor thuigeas i gceart an saibhreas a bhaineann le ráitis Sri Ramana Maharshi, abair, go dtí gur thosnaíos ar é a ghaelú. Táim go mór faoi chomaoin ag na naoimh Advaita agus na naoimh *bhakti*. Murach iad bheinn in umar na haimléise ar fad ar fad. Ar an seachrán. Is iad na filí naofa *bhakti* agus Advaita, bail ó Dhia orthu, a shoilsigh an ród dom, i bhfocail eile is iad a shoilsigh an solas ionam féin, solas nach féidir a dhealú ón síorsholas – Solas na Soilse is sinne go léir léir.

Bíonn síorphlé agam chomh maith le cúrsaí haiku ar fud an domhain agus tá colún haiku agam ar *Lá* – mar is eol don saol Fódlach. (Ní áirím na saolta eile). Is ball de ghrúpaí idirnáisiúnta *renku* mé chomh maith – nascvéarsaíocht is foinse an haiku ann.

Tá breis is céad leabhar i gcló agat. Insint dúinn mar gheall ar an leabhar dar teideal – NASRÚIDÍN a scróbh tú tamall gearr ó shin?

GR: Tá muintir na hAfganastáine agus muintir na hIaráice an-cheanúil ar Nasrúidín bocht. Deir siad liom gur leathamadán ab ea é ach sa leabhar seo agam deintear mórthaighde ar an leath eile. Nílim chun aon rud eile a rá ina thaobh.

Agus an bhfuil leabhar eile fós beartaithe agat ina dhiaidh sin?

GR: Tá Nasrúidín chun leabhar a scríobh mar gheall ormsa – ach ní dócha go mbeadh aga agam ar é a léamh. Is Eagarthóir Cúnta sa Ghúm mé chomh maith le gach aon rud eile agus coinníonn siad gnóthach go maith mé.

Tá Micheál Ó hAodha, PhD., DipLib, ina Leabharlannaí Cúnta, Ollscoil Luimnigh

LIBRARY ASSOCIATION OF IRELAND

CODE OF ETHICS

Introduction to the Code of Ethics

A key objective of the **Library Association of Ireland** is "To maintain the profession of librarianship in a proper status among the learned and technical professions by requiring the observances of strict rules of personal professional conduct as a condition of membership...." (LAI :1998) In recent years, developments have led the Association to develop a formal Code of Ethics which is now published. These include

- Internet
- Effects of 9/11
- IFLA/FAIFE

The internet provides access to the World Wide Web and the virtual world of information contained therein. It also raises issues of censorship, confidentiality and privacy.

The events of 9/11 in the United States have seen various attempts around the world to limit access to information. Electronic information which patrons can access via public internet facilities in libraries was thought to have been used by potential terrorists. In the United States, the passing of the *Patriot Act* meant that the privacy of borrower/user transaction records was threatened (USA: 2001).

In 1997, the International Federation of Library Associations and Institutions (IFLA) established the Committee on Free Access to Information and Freedom of Expression (FAIFE) to defend and promote the basic human right to freedom of opinion and expression as defined in Article 19 of the UN Universal Declaration of Human Rights (UN:1948).

A first step in developing this Code was taken when the Association's *Policy on Intellectual Freedom* was adopted at the 2003 AGM. Of equal importance to Intellectual Freedom are the topics of Privacy and Professionalism. Privacy of user or borrower transactions has been central to the ethos of the Library and Information Studies profession. The section on professionalism codifies, gives guidance and supports the aspirations of members of the Library Association of Ireland.

Marjory Sliney, Member, European and International Affairs Panel

References

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The Library Association of Ireland has adopted this Code of Ethics for its members

- To provide guidance to members of the Association, and to help them make informed ethical decisions;

- To assist new members of the profession to become acquainted with the values of the profession;

- To assure the users of library and information services that their rights are respected by professional librarians and those engaged in the profession of librarianship;*

- To assure society at large that professional librarians in Ireland place considerations of the common good at the centre of their professional activities.

All members of the Library Association of Ireland undertake to abide by the *Code of Ethics*

Intellectual Freedom

1   We facilitate access to a wide range of published material in many media, including access to the internet.

2   We uphold the right of individuals to hold ideas and express opinions.

2   We provide as wide a range of material as is practicable.

4   We resist acts of censorship except those which are required by current legislation.

5   We uphold the cultural, social and economic rights of individuals and society.

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*   *In article 24(i) (b), the term "profession of librarianship" is deemed to include all Librarians, Information Specialists and Library Assistants in the Republic of Ireland and Northern Ireland, including the staff of An Chomhairle Leabharlanna, and members of the teaching staff of the Department of Librarianship and Information Studies of University College Dublin and Queen's University Belfast*

Privacy

1 We protect the confidentiality of all users of library and information services.

2 We protect the privacy of all identifying personal data which relate to individual users e.g., name, address, telephone numbers, email address.

3 We protect the privacy of all loan transaction records.

4 We ensure that any data gathered through loan transactions on reading interests, usage etc. are only used for research and statistical purposes, and in a manner which respects the privacy of users.

5 We ensure that only personnel authorized by the library have access to computerized records holding user or borrower information

6 All of the above are subject to the requirements of the law

Professionalism

1 We promote the highest standards of librarianship.

2 We strive for the highest personal professional standards and knowledge.

3 We promote continuing professional development.

4 We ensure that all services offered by the library are provided in an egalitarian manner, and resist unfair discrimination against any group or section of the community.

5 We act with integrity, objectivity and impartiality in our dealings with users of our services and with colleagues.

6 We are objective and impartial in dealing with suppliers of goods and services to library institutions.

7 We inform employers of any possible conflict of interest in dealings with users or suppliers.

8 We select materials – books and non-book – based on best professional practice to meet the needs of users, rather than on personal preference.

9 We ensure that information provided to a user is the latest available (where quality up-to-date information is essential).

10 We ensure that users are directed to other library and information services if material they require is unavailable locally.

Prepared by the European and International Affairs Panel of the Library Association of Ireland.*

January 17, 2005
Revised November 2005; October 2006; January 2007
Adopted AGM 2007

* *Members of the Panel in 2005/07 included Denis Murphy, Liam Ronayne (Convenor), Marjory Sliney and Brendan Teeling.*

National Library of Ireland W.B. Yeats Exhibition
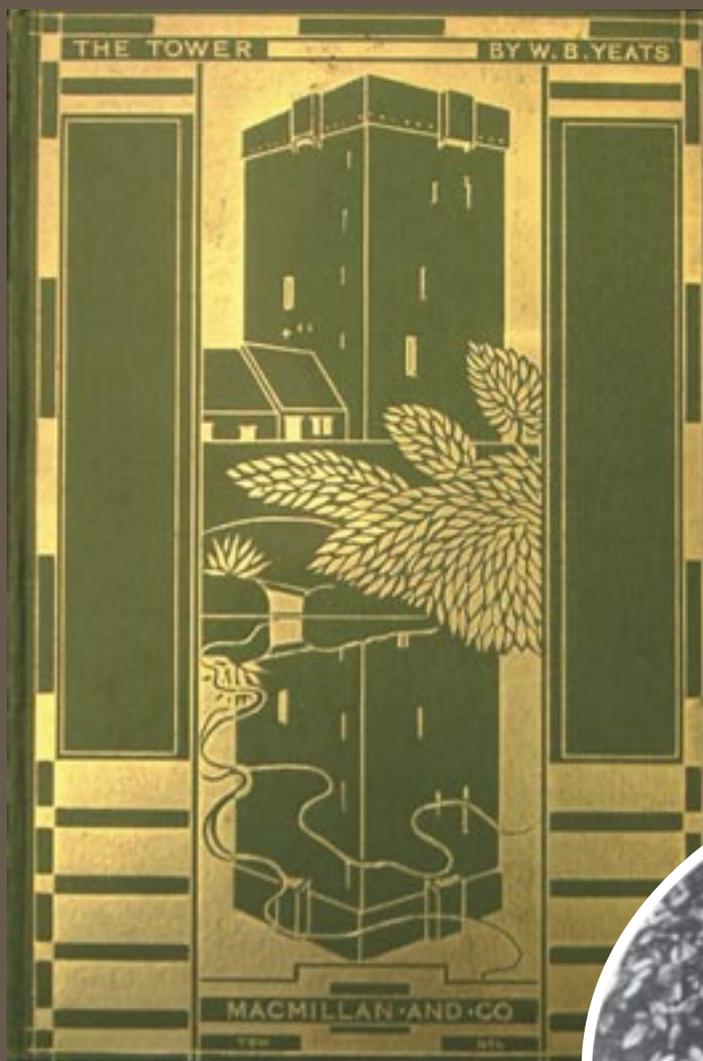
Above: THE TOWER (cover).
London: Macmillan, 1928

Right: WB Yeats with his family (from left: Anne, George, WBY and Michael)

Top right: Aubrey Beardsley's poster design for a performance of THE LAND OF HEART'S DESIRE, 1891

Ciara Kerrigan, Assistant Keeper, Manuscripts, describes the current exhibition at the National Library of Ireland on the life and work of William Butler Yeats

The National Library of Ireland's collection of Yeats manuscripts is one of its largest literary collections and is the largest collection of Yeats manuscripts in a single institution anywhere in the world. The collection, together with other material on the life and works of William Butler Yeats, forms the core of the National Library's exhibition on the poet. It is the first time much of this material has been seen and made accessible to a wide audience.

The Yeats Collection has been presented to the National Library in stages over many years since the poet's death in 1939. George Yeats, the poet's widow, made her first donation in that year, and in 1959 decided that the Library would receive the entire Yeats Collection. During the 1960s and 1980s the manuscripts of many of Yeats' poems and plays, as well as working notes, notebooks and correspondence were handed over. In 2000 and 2002 the Library received a substantial assortment of manuscripts relating to the occult and Yeats' personal library of more than 3,000 volumes. In staging this major exhibition the National Library acknowledges its debt of gratitude owed to William Butler Yeats' family and celebrates this wonderfully rich collection in a suitable style.

The structure of the exhibition is biographical. It presents a selection of manuscripts, books, photographs, paintings, and artefacts, designed to illustrate the journey of the 'pilgrim soul' of Yeats, the writer and the man, from his emergence as a poet in the 1880s to his death in 1939, by which time he had already achieved canonical status. The first part of the exhibition focuses on his early life, education and beginnings as a poet. Some of the manuscripts of his most well-known poems are displayed here such as 'The Stolen Child' and 'Aedh Wishes for the Cloths of Heaven' as well as 'The Lake Isle of Innisfree'. Visitors to the exhibition can learn about his involvement with Lady Gregory and the Abbey theatre and examine manuscripts, photographs and prompt scripts of his plays. Poems and plays inspired by his relationship with Maud Gonne can also be seen as well as original manuscripts of poems written about the 1916 Rising such as 'Easter, 1916', 'Sixteen Dead Men' and 'The Rose Tree'. Visitors can also learn about his marriage to Georgina Hyde Lees in 1917 and the occult studies they embarked on together.

In the 1920s Yeats became actively involved in the politics of the Irish Free State when he was appointed a Senator and some of his speeches and reports are on display, as well as his Nobel Medal, with pictures and artefacts from the award ceremony in 1923.

Due to the large number of manuscripts on display, the Library has made varied use of interactive technology, whether to allow visitors to look at the exhibits more closely or to scroll though, magnify and read the manuscripts. Other highlights of the exhibition include readings of some of his better known poems including 'What then?' by Seamus Heaney and a recording of 'The Lake Isle of Innisfree' by Yeats himself. There are also four specially commissioned films on view, each focussing on different aspects of the poet's life: one of these features previously unseen footage of Yeats' re-interment at Drumcliffe, County Sligo in 1948.

One of the most interesting aspects of the exhibition is the opportunity to see the creative process at work. Some of the manuscripts selected demonstrate his drafting methods and give a clear insight into the way Yeats composed his poetry. Yeats continually revised his work and in this exhibition the visitor has the unique opportunity to examine how Yeats edited and compiled his work: from the careful crafting of a poem to its final arrangement in a published collection, to the artworks that were commissioned to visually represent his work. The creative process is explored in two very accessible interactive installations called *Poetry in Process: Building the Tower* and *Poetry in Print: Crafting the Book.*

We are also delighted to have cooperated with the Primary Curriculum Support Programme (PCSP) in the development of an exhibition trail for families and schools and look forward to working with primary and post primary schools throughout the duration of the exhibition. In cooperation with Poetry Ireland, the library also runs a country-wide poetry speaking competition for post-primary school students. A recording of one of the winning entries is included in the exhibition.

Since opening over 80,000 people of all ages and nationalities have delighted in exploring the multimedia rich experience in the exhibition and it has received numerous awards and nominations. These include winner of the prestigious Association of Heritage Interpretation *Interpret Britain and Ireland Award* (2006), winner of the CLÉ Best Overall Production Award for the exhibition's companion book, *Yeats: Works and Days* (2007) and at the 2008 Irish Digital Media Awards, winner of the *Best Business to Consumer Innovation* and finalist in *Best e-Learning Product or Course* for the ▸

interactive multimedia produced by the exhibition's designers Martello Media.

Throughout the year the National Library runs free events and activities focused around the exhibition, these include readings, lectures, music, interviews and workshops. *Yeats: the life and work of William Butler Yeats* is open six days a week and on three evenings with guided tours every day and now there is a new way to see the exhibition: a new online version on the library's website allows the user to travel around the exhibition and explore it in a highly interactive way. This latest development brings the work of our greatest poet and the outstanding collections of the National Library of Ireland to the virtual visitor.

Yeats: the life and work of William Butler Yeats is online at:
http://www.nli.ie/yeats/

For information about the exhibition contact:
yeats@nli.ie / 01 6030277
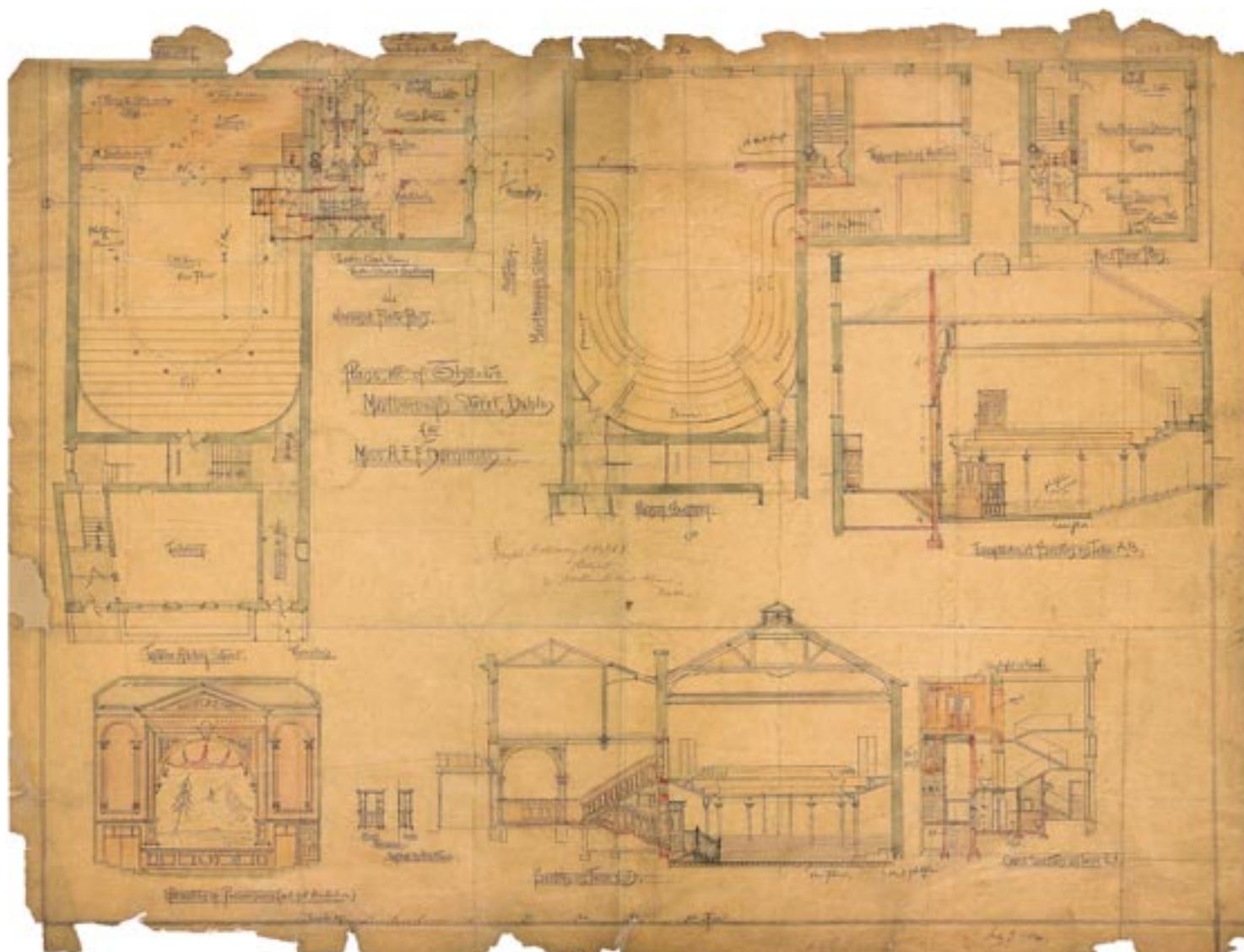
Architectural plan for the Abbey Theatre by Joseph Holloway, 1904

George Yeats by
Edmund Dulac,
c1919–1920
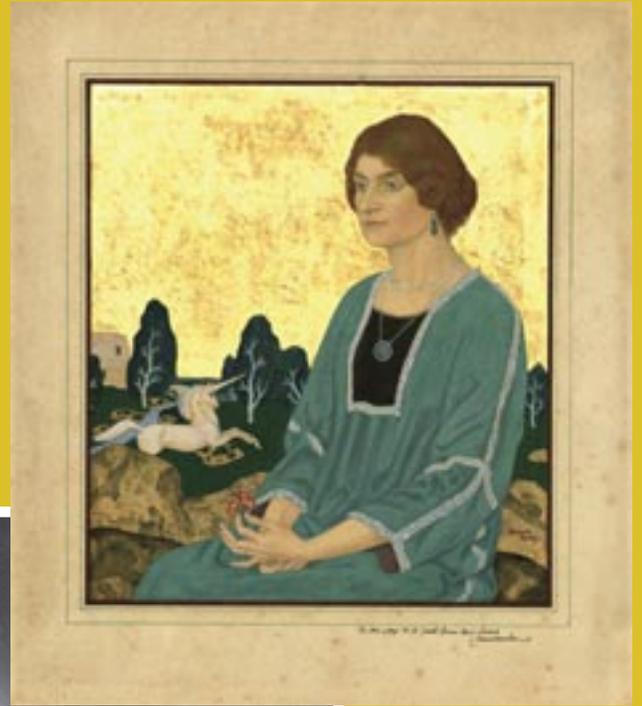
WBY reading at
Sorrento House,
Lennox Robinson's
house, c1930

Maud Gonne
in her Paris
apartment
c1890

Recent Developments:
People, Programmes, and Research

Ian Cornelius, UCD School of Information and Library Studies

University College Dublin has been going through some organizational and structural changes in recent years, and the School of Information and Library Studies has felt the effect of these as much as other parts of the university, even though, beneath the organizational layer, much the same people are teaching similar subjects as before and within the same degree programmes as previously. This article outlines some of the important changes that have occurred, recent significant events, and future plans.

Staff Changes

The School has, in the past year, suffered two major losses through retirements. Professor Mary Burke, who took a sabbatical year through 2007, has decided to retire early, and she is now working part-time in the School until summer 2009, when she will retire fully. The School is very happy to have the benefit of her expertise, especially in the Digital Libraries module which she continues to teach to students on our professional programmes.

Professor Michael Casey has also taken early retirement. The School said its own farewell to Michael in February, bringing to an end thirty years of continuous central involvement in the School, its programmes, and the progress of its students. There can be few professional librarians in the country who did not have their first contact with Bibliographic Resources through Michael's classes, and there are many who benefited from his work on European Information Markets and Information Management in Small and Medium Sized Enterprises. Michael also steered a large number of MLIS students successfully through their theses. Quite apart from his record in the School he also played a role in university life, especially in his capacity as Associate Dean for Post-Graduate Studies in the Faculty of Arts in the 1990s.

These two retirements have led to recent advertisements, one for a new Professor of Library and Information Studies, to replace Mary Burke, and another lectureship to replace Michael Casey. These significant retirements – in addition to that of Noreen Hayes, secretary of the school for 27 years, who retired last year, not only bring to a close thirty years of the School and Library education in Ireland but also open up a new era. Noreen Hayes will probably be the best known member of the School to former students for whom she provided comfort and advice and acted as the focal point for life in the School. Claire Nolan, appointed Administrator for the School last year, will be a central part of the new era and has already made herself an indispensable part of the School. By autumn 2009 the personnel profile of the School will have changed significantly, ushering in an era of relative stability after the recent changes.

Graduates

The School, despite these retirements and the strains on its operations that resulted from being short of two sevenths (28%) of our staff complement, has continued to evolve its programmes and course offerings, and continues to record successes among its students. This spring saw the largest ever cohort of MLIS graduates conferred with their degrees, and the 2009 university conferring will witness an even larger number of new MLIS graduates. Our Graduate Diploma students now enjoy the same graduation ceremonies as our other graduates, and we are very proud of the high profile of some of our students at the UCD awards day in March each year. This year the School, for the first time, simultaneously graduated two PhD candidates: Dr. Jean Henefer, supervised in her doctoral work by Crystal Fulton, and Dr. Rosemarie Gannon, supervised by Lee Komito.

Maria Smyth, graduating with an MLIS this year, was also awarded the ET Bryant Prize in Music Librarianship. The Prize is awarded each year by IAML (International Association of Music Libraries, Archives and Documentation Centres, UK and Ireland), for the best dissertation produced by any of the professional Schools in Information and Library Science in the Universities of Britain and Ireland. Maria's detailed investigation of Music Information needs in Fingal was judged a significant research contribution to the literature of Music Librarianship. Maria's research will be published in *Brio*, the Association's journal.

Research

The School's research interests are accommodated within the three research groups in the School – Information Behaviour and

Information Literacy, Information Society, and Digital Libraries and Collections. All students undertaking research are linked to one or another of these groups. A spectacular success in the last twelve months has been the award to Dr Judith Wusteman of a grant from Science Foundation Ireland for work on OJAX++, a next-generation Virtual Research Environment. The project will investigate how concepts from the Social Web and recommender technology can be applied to the research environment in order to facilitate dynamic collaboration and the sharing of ideas among researchers.

Judith Wusteman has also been invited to be a European Science Foundation peer reviewer from May 2008 – April 2009. The European Science Foundation (ESF) is an association of 77 member organisations devoted to scientific research in 30 European countries, and Dr. Crystal Fulton has joined the Editorial Board of *Information Research: An International Electronic Journal.*

A forthcoming issue of *Aslib Proceedings* will feature a range of research articles from members of the School.

Recruitment

As these students graduate the School seeks new students to take their place, particularly at doctoral level. We are recruiting several students into the MLitt/ PhD programme this year, but most of these come from the Information Studies side of our School and there are opportunities for students with suitable projects who have already successfully completed the MLIS or GDLIS programmes to continue their contribution to the profession and their career development in the doctoral programme. As ever, we are grateful to those libraries offering work experience to candidates seeking place on our professional courses for the

Top: Doctor Jean Henefer with Crystal Fulton and Doctor Rosemarie Gannon with Lee Komito

Left: Professor Michael Casey with Maria Smyth, MLIS

contribution those placements make to the preparation and development of new recruits to the profession.

Extended MA Programme / Pathway in Publishing

The programmes on offer to students continue to develop. For the coming academic year there are several new developments that will offer a greater choice to students, strengthen our relationship with practising professionals, and keep our programmes abreast of the constant changes in the information world. For students who have already completed a professional qualification at undergraduate or Graduate Diploma level we have broadened our MA programme to give them the chance to develop more research skills in a wider range of subject areas than was previously possible within the post-Diploma MLIS. In keeping with the move for many libraries to run their own publishing programmes, electronic or otherwise, and in recognition of the increased vertical integration between the generation of information and its consumption, we are offering a pathway in the MA programme in Publishing. There will be a new module next year, involving practising professionals in publishing, in Publishing Dynamics, and a new year-long seminar that will enable students to gain familiarity with developments in Europe and world-wide in electronic publishing and large scale library digitization projects. This development in publishing will also help the interests of those who want to make careers in traditional publishing or in book production in large organizations, or in related activities such as indexing.

New PhD programme

The School has also been the lead School, along with other schools in UCD, in the establishment of a thematic doctoral programme in the History of the Book, and within that programme we propose to develop a programme for intending rare-book librarians.

AL

New Modules

In the academic year just ended we incorporated options in our programme to cover Political Information and Media, and Information Technology in Organizations. These optional modules will continue to be available next year, as will a new module, to be taught by Dr Clare Thornley, on Advanced Information Retrieval. We will also be offering a module on the Bibliography of Irish Studies, primarily for PhD students working on projects within the new UCD John Hume Institute for Global Irish Studies but also for some of our own students. The content of other modules has changed significantly to reflect new developments in technology and practice.

The School, as always, is very grateful for the efforts of those people in the profession who give up their time to lecture or tutor in the School, and particularly to those who teach complete modules for us.

Occasional Students / CPD

The School also this year enrolled the first continuing education student within the newly established facility that allows students who are already qualified librarians to enrol in a single module. The university will offer certificates for students who successfully complete single modules within this CPD facility. We hope to enrol more students this way in the coming year, and to extend the range of modules on offer. The new registration arrangement that allows students to take the MLIS and the GDLIS part-time is also proving very popular.

Recognising Student Achievement

The School continues to award the two H W Wilson medals, generously endowed by the H W Wilson foundation, for the best performance by students in the MLIS and GDLIS programmes, and also the John Dean medal, set up by our first professor, John Dean, for the best performance by a student in either programme over the age of 35.

In the coming year there will be two more medals to award, the Professor Michael Casey medal and the PLR medal. Professor Michael Casey has very generously endowed a medal for the best student in our undergraduate programmes majoring in a subject taught in the School.

The PLR Medal was established as a result of a grant received by University College Dublin (UCD) under the Public Libraries Research (PLR) Programme, which is co-funded by the Department of the Environment, Heritage and Local Government and Library Authorities, and managed by An Chomhairle Leabharlanna. The medal is intended to promote research of relevance to public libraries and to recognise the research achievements of students undertaking Masters programmes at the School.

It will give all staff in the School great pleasure to see students win these new awards alongside those already established.

Contact

If you want to know more about the School, enquire or enrol in any of the programmes, or if you want to volunteer to contribute to the teaching programmes, or discuss research collaboration, please contact us through our website, www.ucd.ie/sils, or directly to: Claire Nolan, School Administrator, UCD School of Information and Library Studies, University College Dublin, Belfield, Dublin 4. Tel 01-716-7055. e-mail: claire.nolan@ucd.ie or sils@ucd.ie

Ian Cornelius, PhD, GradDipLib, is Head, UCD School of Information and Library Studies.

CONFERENCE REPORTS

Inspiring, Leading, Innovating

The Welsh Libraries, Archives and Museums Conference 2008

The conference held in the Hotel Metropole, Llandindrod Wells (Powys) from 15th – 16th May 2008 attracted 220 delegates as well as a large number of trade representatives. Representing the Library Association of Ireland, I was a guest of CILIP Wales.

The proceedings began with a welcome address by Rhys Bebb Jones, Chairperson, CILIP Wales.

Keynote speaker Rhodri Glyn Thomas AC/AM Minister for Heritage, spoke about the fact that creating a network of Welsh libraries fit for the twenty first century is a priority for the Government.

He stated that the programme *Libraries for Life: Delivering a Modern Library Service for Wales,* a three year plan for Welsh libraries, which sees a record level of investment and support for services designed around modern lifestyles, was evidence of this. The Assembly Government will be investing £10.5 million over the next three years to help deliver the programme, which includes increased funding to modernise facilities in over 20 percent of public libraries open 10 hours or more a week by 2011.

The Minister said that 'Libraries enrich the lives of people in Wales at all life stages so it is very important that we look after the network and make the right investments in facilities, staff development and marketing to keep libraries vibrant, relevant and accessible. He went on to say, 'This programme provides a framework for the Assembly Government, local authorities and all types of libraries across Wales to come together to create a truly 21st century library network'.

Among a host of fascinating speakers at Thursday's parallel sessions, Grace Kempster provided an example of some of the conference themes with her talk on the innovations that have developed under her leadership in Northamptonshire Libraries. Among these was the library's 'Personal Knowledge Advisers' service. This made use of the individual expertise of staff members, and for a small fee, members of the public could book a private advice session with staff members on areas like ICT, family history research, music, government information and other targeted information areas. The library service also runs a 'Friends of the library scheme' where members of the public can support their local service by becoming members of the scheme.

The guest speaker at the conference dinner, Dr. Rhidian Griffiths, gave an extremely witty, erudite speech on his career ▸

as a librarian, on Welsh libraries, and on the National Library of Wales, of which he is the Director of Public Services.

Speakers on the second day continued the theme of leadership in the library world.

The first speaker, Irene Knox, is the Chief Executive (Designate) of the new Northern Ireland Library Authority. She spoke of the inspiration she had drawn from the earlier speakers over the previous day, and of the history of the library service in Northern Ireland.

Ms. Knox outlined the huge task being undertaken by the northern service in its current restructuring process. The logistical implications, of the amalgamation of the previous boards, as well as the service priorities of the new service were outlined in her talk. She spoke about her leadership role as the Chief Executive of such a large organisation, the task of guiding organisational change on such a significant scale, and the methods she used to make the team she was leading participate fully in the new structures.

Rebecca Davies (Head, Assembly Library Service, Welsh Assembly Government) gave a light-hearted but very illuminating talk on her personal journey in leadership. Like many of the speakers, she spoke of the continuing ingenuity needed to provide quality services to a more demanding and technologically aware public, on ever constricting budgets. The balancing act required to achieve this was an informal theme

with many of the delegates during the conference discussions also.

One of the strands of the closing session of the conference included parallel sessions on partnership and community engagement, with Aileen Cahill's talk on transforming her library as part of the Love Libraries programme. This ran parallel to more technological topics like, *RFID* and *The impact of new-media interpretation.* The human aspect received attention with a session on *Social networking: making it work for you.*

This proved an appropriate note on which to finish a packed conference programme, a programme which allowed opportunities for colleagues from across borders to share views, learn about innovations, and be inspired.

Michael Plaice, Hon. Secretary, Library Association of Ireland

Delegates enjoying the Conference dinner

Mr Geraint Lewis, Honorary Secretary of the Welsh Books Council presenting the Tir na n–Og Children's Book Awards.

EBLIDA Annual Council Meeting

The Hague, Netherlands 8 May 2008

Founded in 1992, the European Bureau for Library, Information and Documentation Associations (EBLIDA) includes national library associations and institutions from across Europe. The mission of EBLIDA is to establish access for all to the benefits of the information society. In pursuit of this, EBLIDA has lobbied at the European level especially with the Commission. The Library Association of Ireland is a founding member of EBLIDA and I represented the Association at the Annual Council Meeting in The Hague.

The main business of the meeting considered the development of the EBLIDA Knowledge and Information Centre (KIC).This idea was first considered by the Executive Committee at its October 2007 meeting and has been developed since then.

EBLIDA has identified five strategic areas which cover the main elements of its work:

- Information law
- Digitisation and online access
- Professional LIS education
- Lifelong learning and education
- Culture and information society

These correspond closely with the expert groups which have been part of EBLIDA's structure for some time. The expertise of the expert groups is the basis of the professional profile of the KIC. The aim is that the Knowledge and Information Centre (virtual) will:

- bring together information which will be useful to all stakeholders (central and local governments, library associations and library professionals);

- be a tool to strengthen and encourage communication between European library associations;

- be a networking facility which will bring experts in specific areas together;

Peace Palace, The Hague, where meeting was held

- incorporate country editors/contacts to contribute country reports on the 5 strategic areas;

- provide statistical data leading to a "library map" together with information on Public Lending Right (PLR) schemes, legislation on each country;

- be a debating forum for library associations and other organisations.

In short, the Knowledge Information Centre (KIC) will collect, edit and disseminate information about the library, information and documentation sector in Europe.

During the meeting delegates discussed the five strategic areas in small groups. The following is a brief summary of the main points from these discussions:

Information Law
- Awareness of anti-terrorist laws
- Awareness of the possible impact on public services in trade agreements

Digitisation and Online Access
- Overview of national policies in terms of best practice
- Possible tension between national and European priorities

Professional LIS education
- Need for clarity in relation to qualifications and recognition
- Need for standardisation in terms of levels
- Need to build knowledge of what exists

As I participated in this discussion group, it is appropriate to mention that the discussion took place within the context of the Bologna Process and the European Qualifications Framework. Reference was also made to Certification in Documentation (CERTIDOC) and the idea of having something like ENGCARD* in the LIS field.

Lifelong learning and education
- Effective lobbying is dependent on knowledge of best practice in other countries

Culture and Information society
- Definition of culture
- Need for a clear and simple manifesto on topic

The proposed extension, by Internal Market and Services Commissioner Charlie McCreevy, of copyright protection for recorded sound from 50 years to 95 years was noted. EBLIDA has already reacted to this announcement. It was agreed that individual library associations should take appropriate action.

A promotional brochure – *EBLIDA lobbying for libraries* – was launched. (www.eblida.org) Copies of this will be sent to all EBLIDA members and circulated widely at European level. It will also be useful for national library and information associations as it sets out clearly the current concerns of librarians.

The meeting took place in the library building of the Peace Palace in The Hague (photo previous page). Afterwards, there was the opportunity to visit the Peace Palace and its library.

The choice of venue was appropriate for librarians as Andrew Carnegie financed the Peace Palace in the first decade of the last century on condition that it housed a legal library. The building opened in 1913, just a year before the outbreak of the First World War. The library is now housed in a modern building on the same complex. The Palace, library and grounds are owned by the Carnegie Foundation of New York.

Marjory Sliney, Convenor, European & International Panel, Library Association of Ireland.

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* ENGCARD is a Professional Mobility Pass for Engineers which recognizes professional engineering qualifications in different countries.

Advocacy and Libraries

Amsterdam Public Library, 9th May 2008

This conference, co-hosted by Netherlands Library Forum (FOBID), Dutch Library Association (VOB) and EBLIDA, was one of the events to mark the centenary of the Netherlands Public Library Association. Founded in 1908, this body is similar to An Chomhairle Leabharlanna in that it is a support and policy organization for public libraries in the Netherlands. Institutions rather than individuals are members.

The morning session dealt with *Advocacy and libraries on the agenda*. Gerald Leitner (President, EBLIDA) considered the notion of *A Library policy for Europe*?

He suggested that the recently formulated Knowledge and Information Centre by EBLIDA might be the means through which a library policy could be developed.

In considering *Innovation and setting the agenda for the future,* Rolf Hapel (Arhus Public Library) noted that societal trends mean that libraries will change. Some interesting figures were given for Denmark. While IT penetration is very high, some 15-20% of the population is illiterate. Physical libraries are less than 50% of those which existed in the 1980s. Some 5,000 people visit Arhus Public Library each week day with this figure rising to 7,000 at weekends.

Media movements over time have led to changes in collection format – text to sound, analogue to digital and physical to virtual. With the change in media formats, the market coverage has changed.

Hapel suggested that there are three reasons for innovation in Danish libraries:

- Tradition of cooperation
- Focus on user-centered development
- Leadership

The accompanying slides showed a vibrant library responding to peoples' needs – democratic, educational and cultural.

Professor Bernt Hugenholtz (Institute for Information Law, Amsterdam) brought the meeting up-to-date on *Current copyright issues relevant to the European library community*. A number of topics were addressed:

- Mass scale digitization of library holdings and archives
- Harmonisation of limits and exceptions for libraries
- Evaluation of the EU Database Directive (1996)
- Term extension of sound recordings

Bert Mulder (Director, Information Workshop) considered the topic *Five star libraries at the heart of the vital society: Advocacy is creating visibility*. The author noted that in a changing world, our minds must change and be open to change. This changing world has brought us quantities of newspapers, especially the free sheets. But, increased quantity does not bring greater quality. In this changing world, he argued that new competencies are needed – imagination, creativity and inspiration. Creativity and culture are at the heart of a vital society. Culture is at the heart of the knowledge economy. The author sees three uses of culture in society:

- Strategic – use of the cultural paradigm as a tool for transformation
- Tactical – use of cultural activities in other domains within society
- Operational – use of the cultural sector itself

In terms of advocacy, we should advocate for a changing library in a changing society. The challenge is to provide the 5-star library experience for users. Speaking from his own experience of using libraries, the speaker noted that the Library is an experience which

- Lets me value and enjoy quality
- Leaves me vitalized and inspired
- Lets me experience being taken care of.

In considering 5-star librarians, it was suggested that we need to decide who we are. Are we keepers of records or catalysts of transformation?

He concluded his address with

"Do not lead me, I may not follow. Do not follow me, I may not lead. Just walk beside me and be my friend." (Albert Camus) *

Thus, the notion of leadership in libraries was addressed. Do libraries lead or do they tend to follow?

A panel session concluded the proceedings.

Advocacy: working for Five Star Libraries in Europe was the topic of the afternoon session. An international round-table of European library historians looked at the development of public libraries in their countries over the last 100 years. Speakers included Alistair Black (Britain), Illka Mäkinen (Finland), Paul Schneiders (Netherlands), Laura Skouvig (Denmark), Magnus Torstensson (Sweden) and Peter Vodosek (Germany). Presentations were based on their contributions to a publication which was launched at the end of the conference: *Working for Five Star Libraries: international perspectives on a century of public library advocacy and development* (edited by Marian Koren).**

The conference was held in the lecture theatre of the Amsterdam Public Library (opened July 2007) and concluded with a centennial drink. Delegates were able to avail of a guided tour of the library (www.oba.nl).

Marjory Sliney, Convenor, European & International Panel

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* Various translations consulted but meaning similar.

** To be reviewed in October 2008 issue.

Book Reviews

## Writing Irish History: the four masters and their world

Edel Bhreathnach and Bernadette Cunningham editors, Dublin, Wordwell, 2008. ISBN:978-1905569-12-0. 140pp, 60 colour and mono plates. €29. Pbk.

This highly visual publication was produced to accompany an exhibition in the Long Room of Trinity College Library, Dublin, in 2007 to celebrate the 400th anniversary of the foundation of the Irish Franciscan college, St Anthony's, in Louvain. The exhibition concentrated on the writing of the first comprehensive history of Ireland, T*he Annals of the Four Masters,* bringing together all surviving original manuscript volumes compiled and written by four historians in Donegal in 1630s. Mícheál Ó Cléirigh, the principal historian, based at Louvain, returned to Ireland to work on the annals.

The book is divided into three parts: the first consists of eight essays by experts in seventeenth-century Irish history and literature; the second, the manuscript portfolio, comprises high quality reproductions of pages from relevant manuscripts, and the third is a catalogue of the exhibition. Fittingly its introductory material is in both Irish and English. This is a rare opportunity to get a fascinating glimpse of the manuscripts used in the compilation of the annals, and of the different volumes of the annals themselves.

This book is a must for all libraries, and for anyone interested in Irish history and early historiography.

Máire Kennedy, Divisional Librarian (Special Collections), Dublin City Public Libraries.
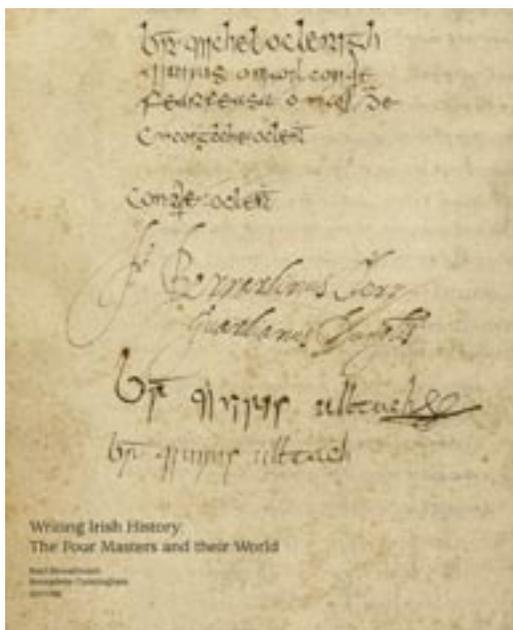
Books On Fire: the tumultuous story of the world's great libraries

Lucien X Polastron, London, Thames & Hudson, 2007. ISBN 978-0-51384-2. xii, 371pp. £16.95. Cased

Translated by Jon E. Graham, this book details the destruction of libraries throughout history. From the ancient library of Alexandria through losses in Nazi-occupied Europe up to the recent invasions of Afghanistan and Iraq, the author comprehensively details the destruction of libraries and their collections. Fires, warfare and even destruction by patrons are among the methods highlighted. The author's research and knowledge of libraries across the globe is impressive. However, the publication is not without fault. The book would have benefited from better editing as the narrative lacks continuity while knowledge of each period is presumed. Polastron claims that libraries face new threats today by modern practices, with weeding and digitisation of stock cited as examples. Little mention is made of the many advantages of microfilm or digitisation. It would seem to compare these practices to the dangers faced by libraries in the past is disingenuous and a weak argument. The apparent threat today through digitisation could have made an interesting provocative separate book. Nevertheless, this book is a fascinating read which many library staff will find interesting, thought-provoking, though at times depressing!

Kevin Murphy, Senior Library Assistant, Kildare Library & Arts Service.
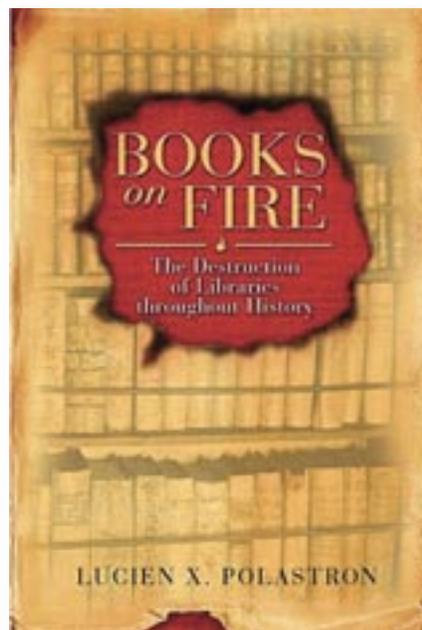
Trinity College Library Dublin – Descriptive Catalogue of the Mediaeval and Renaissance Latin Manuscripts – Supplement One

It is with great delight that we welcome the first supplement to Prof. Colker's *Trinity College Library Dublin : Descriptive Catalogue of the Mediaeval and Renaissance Latin Manuscripts* which was published for Trinity by Scolar in two volumes in 1991. Prof. Colker's catalogue replaced the 1900 published catalogue of the whole manuscript collection compiled by T.K. Abbott. This supplement to the 1991 catalogue describes in detail Latin manuscripts acquired by Trinity College Dublin from 1990 to 2003 which span from the ninth to sixteenth centuries. The supplement is divided into two parts. Part I describes in detail the Latin manuscripts and Part II consists of corrigenda and addenda to the 1991 catalogue.

The catalogue entries in Part I list the accession number, the date and localization, the contents, the physical description, provenance and bibliography of the manuscript. The manuscripts will appeal to researchers in history, literature, art and music. Some of the most interesting acquisitions include a register of Clairvaux monastery (TCD 10708), the unique text of Michael of Belluno attacking luxury and superstition (TCD 10994) and Seneca the Younger's letters with amusing drawings (TCD 11174). The catalogue includes thirty two colour plates which handsomely illustrate the richness of the Latin manuscripts at Trinity College Dublin.

Part II of the descriptive catalogue is essentially bibliographical in nature and the addenda mainly go up to 2005 but some later publications are included. The bibliographical lists provide a valuable resource to the literature concerned with the Trinity Latin manuscripts. Prof. Colker has also included a provenance index to the collection which provides a fascinating insight into the history of the manuscripts. Marvin L. Colker has published five books on medieval texts and manuscripts and it is the reviewer's hope that this essential catalogue of Mediaeval and Renaissance manuscripts does not go out of print as did his 1991 work!

Ken Bergin, Special Collections Librarian, Glucksman Library, University of Limerick.
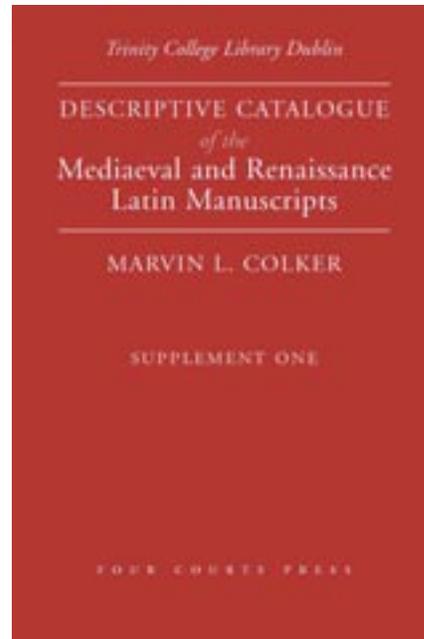
Associateship

of the Library Association of Ireland ALAI

Recognising Achievement
Promoting Professionalism

Continuing Professional Development in a dynamic information environment

The Library Association of Ireland is the professional association for librarians in Ireland and represents librarians working in all types of libraries and information centres. The Association aims:

To promote a high standard of education for librarianship in Ireland by evaluating and giving recognition to degrees, diplomas or other professional qualifications in librarianship, and by conducting courses of study, setting examination to test the proficiency of candidates, and issuing diplomas

What is Associateship?

Associateship is open to members of the Association who satisfy the requirements in relation to academic qualifications in Library and Information Studies and relevant post-qualification practical experience.

What would the ALAI mean to me?

Advantages of Associateship include:
• Professional recognition of relevant academic courses
• Evidence of continuing professional development
• Evidence of personal achievement
• Election to Register of Associates
• Inclusion as Associate in annual Professional Register
• Use of post-nominals ALAI

Who can apply for ALAI?

Application is open to any personal member of the Library Association of Ireland who:
• Has been a personal member for at least one year
• Is a personal member in good standing at the time of application
• Holds an academic qualification in Library and Information Studies which is recognised by the Library Association of Ireland
• Has at least two years post-qualification relevant experience

How can I apply?

Applicants should submit the following to the Education Committee
• Completed Application Form
• Outline of continuing Professional Development (not more than 500 words)
• Supporting relevant documentation
• Fee of €100

Full details are available on the LAI website at:
   www.libraryassociation.ie
Or contact: The Secretary, Education Committee,
   Library Association of Ireland, 53 Upper Mount St., Dublin 2
Email: education@libraryassociation.ie

Library Association of Ireland Education Committee

Library Association Of Ireland   *Cumann Leabharlann na hÉireann*
REPRESENTING LIBRARIES IN IRELAND

53 Upper Mount Street, Dublin 2   www.libraryassociation.ie

2008 Membership Application Form

Name

Address

Professional/Academic Qualifications:

Where employed:

Position/Grade:

E-Mail or Daytime Phone Number:

1. What Section/Groups do you wish to join?

- ☐ Academic & Special Libraries Section
- ☐ Cataloguing & Indexing Group
- ☐ Digital Libraries Group
- ☐ Genealogy and Local Studies Group
- ☐ Government Libraries Section
- ☐ Health Sciences Libraries Section
- ☐ Irish Language Group
- ☐ Munster Regional Section
- ☐ Prison Libraries Group
- ☐ Public Libraries Section
- ☐ Rare Books Group
- ☐ Western Regional Section
- ☐ Youth Libraries Group

Subscription rates, listed in next column, include membership of TWO special interest sections/groups. Membership of additional sections/groups is at a rate of €5 per section/group.

2. How do you wish to pay?

A. Personal Members (Local) whose annual salary or income:
1. does not exceed €20,000 pay €20
2. is between €20,000 and €29,999 pay €45
3. is between €30,000 and €39,999 pay €55
4. is between €40,000 and €49,999 pay €75
5. is €50,000 or over pay €95
6. Unemployed or Retired members pay €20
7. Students (of recognised LIS course) pay €10 and a discounted personal members rate of 75% for the first two years of continuous postgraduate membership

B. Personal Members Overseas
(i.e. Members who work outside the Republic of Ireland and are also members of a sister Library Association) pay €55

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3. Do you require a receipt?

Yes ☐   No ☐

N.B. post application to

Secretary
Library Association of Ireland
53 Upper Mount Street
Dublin 2