

## **Patterns, Perceptions and Predictions: Librarianship in the Early 21<sup>st</sup> Century**

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### **INTRODUCTION**

This discussion paper is based on the understanding that what happens currently in libraries, as well as in the field of librarianship broadly, and what may happen in the next few years, is of critical concern to those who have the responsibility of staffing. This is a management issue, specifically a market research issue. There is a significant challenge inherent in any attempt to encapsulate the ‘current state’ of a profession or practice. Also challenging is the very notion that, in a profession as broad and multi-disciplinary as ‘librarianship,’ one might state with conviction the education and skill sets required by practitioners. Furthermore, the relationships among information professionals, information consumers and information packages and content are in a state of flux.<sup>1</sup> Nevertheless, recent rigorous research such as that cited below, provides some groundwork.

A current study of interest to this Forum is one designed expressly to examine gaps between the goals of LIS educational programmes and the experiences of students on the one hand, and the needs of the library labour market on the other. The study, along with other recent research, some of it by the author, informs this discussion document, along with the author’s involvement as a member of a Canadian Library Association President’s Council on the 8Rs Research Study on *The Future of Human Resources in Canadian Libraries*.<sup>2</sup> This council is analyzing the results of *The Future* study, which include ‘demand side recruitment issues’ such as competency demand-supply match, and

notably, a section on the ‘match between organizational job function demand and individual staff supply of skills, abilities, talents and interests.’<sup>3</sup>

Librarianship’s domain was defined six years ago by the ALA Core Competency Task Force as including: organization, information and knowledge, service, facilitation of learning, applications of technology, with research and management interwoven amongst them all.<sup>4</sup> All of these are components of the profession, and as with most professions, they are enhanced by a set of values. Holders of these competencies need to be adaptable and flexible in aiding ‘information consumers’ and the lifelong learning needs of society for the long term.<sup>5</sup> One might quibble with the wording of this definition, and wish to clarify and extend some elements, but we might accept it as embracing, more or less, the profession of librarianship.

Professions may be assessed regarding many factors. This paper addresses, necessarily briefly, some of the goals, methods and practice of librarianship and considers whether the current state of practice is ‘fit for purpose’ for the present and for the future.<sup>6</sup> One conclusion is that the practice of librarianship, while anchored in libraries and other organizations, should move well beyond the walls of those organizations in order to meet the goals of the profession and in order to embrace environmental factors. Adaptability, flexibility, initiative, those oft-used and still worthwhile concepts, need to be joined by mobility. All of these hinge on practitioners who are intellectually encouraged, financially supported and continuously engaged in education and training. High calibre librarianship *is* the people who practice and research it. It can be defeated by any number of lacunae, principally those of knowledge, vision, funding or initiative.

Librarianship has venues of practice that vary so much they constitute different

landscapes. A special librarian, whose job title might be Knowledge Manager, may be supported in the goal of taking the initiative and adapting to change in imaginative ways, in a manner unknown in the working world of a branch manager in a small rural public library – yet both venues of practice are equally deserving of support and encouragement for professional proactivity. Are we too accepting of entrenched assumptions about the feasibility of taking initiative in certain settings? The current state of librarianship involves, amongst others, the theories and practices of information creation, organization, access, policy, retrieval, reading and other uses, etc. Also, librarianship has an overarching service ethic that informs all of the foregoing. The skill sets required for these are currently provided – with various degrees of success – by numerous LIS educational programmes for professionals and for library technicians. This paper seeks to place ‘traditional’ elements in a context with the information seeker at the centre, rather than the institution or organization.

What follows is one person’s view of librarianship in the context of its multiple environments. This highly selective overview suggests a collection of intellectual skills, competencies and interests that would seem to characterize what is needed by those who practice librarianship in the 21<sup>st</sup> century if we are to have a profession remaining in the 22<sup>nd</sup> century. The suggested skills complement or amend existing skill sets. Questions are raised here which remain to be answered. Other educators and professionals will pose quite different questions.

## **LIBRARIANSHIP AND INTERNAL/EXTERNAL ENVIRONMENTS**

Librarianship, like most professions, pays heed to various factors in its internal and external environments. These environments may be societal or particular to individual venues of practice. Attention to all of them is crucial for the evolution of a profession. One possible framework for examining the nature of a profession is to seek gaps – gaps between environmental factors and common areas of practice. Examples may illustrate this approach, some indicating the considerable responsiveness of practice to environmental factors and others indicating a variety of gaps. Recent examples of relatively large-scale applications of this framework for analysis are the two studies carried out on behalf of OCLC, one looking for discernable patterns in the ‘infosphere’ and one, more recently, investigating information seekers’ perceptions about libraries and information resources.<sup>7</sup> This latter study, *Perceptions of Libraries and Information Resources*, concludes that there is ‘a dissonance between the environment and content that libraries provide and the environment and content that information consumers want and use.’<sup>8</sup> While there are several caveats surrounding the study, it is one of several recent timely clarion calls that can (should?) act to galvanize the profession into continuous assessment of its fitness for purpose.

1. RESEARCH AND MANAGEMENT PRACTICE: Professions are said to have more or less recognizable theoretical foundations and to inform the development of practice through research and the dissemination of that research. The literature of librarianship, including the trade literature – part of our internal environment – could be argued to be vastly superior in the 21<sup>st</sup> century compared to the past, especially in terms of real efforts to raise big questions, from information policy issues to the theoretical underpinnings of ‘evidence-based practice’ (or research-based evidence). Nevertheless, even with a

professional awareness of the value of research, needs assessment, that fundamental requirement for numerous forms of service provision (in any profession), is often entirely overlooked by both the community of researchers and the community of practitioners. Librarianship cannot claim that it is ‘fit for purpose’ for *all potential* users – and, by the same token, it cannot claim that it is truly ‘fit for purpose’ for *any current* users because it tends not to ask for input. Even when there are significant bodies of pertinent knowledge, they can be flagrantly disregarded, seemingly with nary a quibble from senior managers. Perhaps the most notorious example of this is the endless stream of once-off information literacy instruction sessions ‘forced’ on classes of disinterested undergraduate students, when the vast body of information literacy research shows that ‘just in case’ models of IL instruction are of almost no use whatsoever for the information seeker, compared with ‘just in time’ models. **Management and research skills, including needs assessment methods, are required knowledge for librarianship**, and are currently insufficiently emphasized.

2. INFORMATION FORMATS: Books remain. Nevertheless, in the electronic domain especially, the ‘unbundling’ of content from published items such as books and journals, reduces the emphasis on form. The emphasis is now on content. Those who are in their mid-teens and younger may never know the former common information environment. They will take for granted that ‘bits’ of information, with or without a broader intellectual context, is theirs for retrieving. This has many implications, especially for educators and will affect most, at least initially, those services for the educational sector. The profession requires those who are aware of the implications of this significant demographic element.

3. COLLECTIONS MANAGEMENT AND DD: In dealing with current and emerging formats the role of selection is critical and librarianship needs those with a blend of the intellectual skills needed for content selection, coupled with knowledge of licensing implications for access and a **high comfort level with complexity**. The current models of interlibrary loan and document delivery will continue to evolve, with the latter becoming more and more pervasive. Eventually (and possibly within the next five years) the model and supporting technologies may change so significantly that they are unrecognizable compared with today. Until then, librarians need an ever-increasing knowledge of legislation as well as an awareness of **emerging trends in intellectual property law and practice**.<sup>9</sup>

4. COMMUNITY DEVELOPMENT ACTIVITIES: Many public libraries in particular are noted for the success of their programming and for their active role in local communities. Libraries offer a very wide array of programmes, of greater and lesser popularity, that are by no means all offered by those who are library staff. Individuals with appropriate knowledge and skills, sometime voluntarily, sometimes paid, provide the expertise for the programme. The **programming skills** required *within* the profession, it could be argued, **should be those central to information seeking and use**, including literacy, reading clubs, information access for specific populations, (such as the business community), etc.

5. INSTRUCTION: For the foreseeable future, instructional and guidance skills are required for information seekers in many settings. However, the literatures of information seeking, coupled with evidence from OCLC's latest study, inform the profession that information seekers prefer to be self-sufficient. Regardless of the goal of the instruction,

a crucial question is whether or not it should be provided by librarians or whether it should be provided by those with **pedagogical expertise**. If an educational role is central to some services of librarianship, should there be a requirement that a B.Ed. be held in addition to the MLIS?

#### 6. ADULT EDUCATION AND LIFELONG LEARNING:

Workplace learning is central to the lives of millions and librarianship is closely allied to education and to lifelong learning. Librarianship needs to be practiced, and promoted, within all types of workplace for both knowledge management and broader information literacy in the workplace. It thus **requires practitioners who are self-starters and who can work effectively in different workplace settings**. Promotion and advocacy skills are crucial.

Furthermore, instructing groups of individuals on how to access information through proprietary databases when the classroom is equipped only with one terminal – for the instructor – flies in the face of considerable pedagogical evidence that tells us that database searching is best taught and learned collaboratively through hands-on practice and problem-based learning. Skills need to be practiced at the time of instruction. Why do we accept so much less than the ideal on behalf of information seekers? Why do we not champion their cause? Are we, perhaps, not fit for purpose for effective lobbying?

**Librarianship requires those with advocacy skills.**

7. MODES OF TEACHING AND LEARNING: The context for increasing numbers of students in the higher education realm is e-learning, as a complement to, or replacement for (through distance education), face-to-face experiences. The profession of librarianship needs to consider not only what its role is and should be in higher education, but what its

role should be when e-learning tracks backwards to kindergarten – as it will almost certainly do. What support and services should librarianship research and lobby for, in the interests of e-learning in communities at large? **Librarianship requires knowledge of e-learning practice and research.**

8. ORGANIZATION AND ACCESS: Information consumers require ‘ease of use, convenience and availability’<sup>10</sup> – they wish information retrieval devices and search interfaces to be intuitive if not actually identical to Google. So, if our goal is to serve information seekers to the best of the profession’s ability, we require professionals who **push the boundaries of information organization and access, both in terms of electronic access and in the arrangement of physical collections.** Have DDC, UDC, LCSH or myriad others ever made intuitive sense to information seekers? They remain eminently unfit for purpose where most information consumers are concerned. On the other hand, the profession is learning from some innovative experiments such as social bookmark sites (e.g., del.icio.us) and researchers are exploring folksonomies and other modes of idiosyncratic organization of information retrieved from a library catalogue (or elsewhere).<sup>11</sup>

9. PHYSICAL SPACES: The reality of library as place is still very strong in the minds of information seekers, regardless of some users’ assessments of the quality of that place.<sup>12</sup> Libraries as information repositories, as networked work spaces, sites of programming, and locations for staff offices and functions are still very much a part of librarianship. Nevertheless, librarianship has already witnessed an increase in awareness of the relevance of the skills of librarianship in other parts of organizations not only the physical library.

Society generally, and communities of interest in particular, cannot afford (in intellectual or financial terms) to retain staff who are not **committed to adapting intelligently to continuously evolving environments**. The ephemeral literature of librarianship, such as listservs and blogs, offer examples from recent graduates. For examples, some conduct all of their reference shifts on campus but outwith the academic library building; and health librarians participate in clinical team meetings to ensure that information needs of health practitioners and their patients/clients is always a part of the discussion. These are encouraging examples of leadership in information provision – no arcane boundaries physically or intellectually – rather, a high-level service ethic in practice.

Market forces drove the earliest circulating libraries in several countries, and they continue to drive aspects of public library development. Observations within the profession, coupled with formal and informal input from patrons and clients, led slowly to the adoption of bookstore-like coffee shops and seating areas, especially in urban public libraries. This is an example of a slow but apparently appropriate, response to a perceived gap in fitness for purpose. Nevertheless, this was merely reactive, on the part of librarianship, in response to the commercial sector's market research of its clients and customers. One of several encouraging trends in current librarianship is more-or-less rigorous market research on all manner of service and value-related factors. Market research is not the exclusive domains of the corporate community and sometimes it is put to very effective use in the heritage industries (museums, libraries and archives), such as the research-based evidence on the economic impact of upscale public libraries in city

and town centres. **Current and emerging librarianship requires those with research and analytical skills, including the ability to perceive highly-pertinent questions.**

10. ORGANIZATIONAL STRUCTURES: The management of the information resource, including the dissemination of information for pleasure and recreation, is not (and never was) the domain of single types of institutions. Any organization that manages information could benefit from the ‘information quality teams’ suggested in some sectors.<sup>13</sup> These teams include library services (by whatever name), IT services, client information management, and human resource services. **Team players** are essential. When academic libraries, with the onset of increasing collections in electronic format, noticed a severe downturn in numbers of physical library visits, they seemed to assume that the problem to solve involved getting the numbers back up. They did this, in part, by inventing the ‘information commons’ which, in many institutions, is a computer laboratory with an impressive array of software and the library’s site as the home page whenever a browser is invoked. However, the problem might more realistically have been construed as how to place value on information provision when it cannot be seen or counted in traditional ways. The current state of librarianship includes some evidence of recognizing and measuring electronic information provision.<sup>14</sup> **Librarianship requires those who can analyse the problem and suggest solutions.**

11. COMMUNICATION METHODS: A general goal of the practice of librarianship is to serve the information needs of all ages in any given community or in society generally. A relevant factor in the external environment is that youth tend to communicate through many means including increasingly miniature devices. A potential gap exists in that the majority of practitioners do not, or cannot, keep abreast of new communication means

and that organizations often do not have sufficient funding to facilitate translation of modes of communication such as from an email to a text message. Thus the communication methods in wide use currently are only partially ‘fit for purpose.’

**Librarianship requires those who are comfortable with almost constant change, especially regarding technology.**

12. PUBLISHING AND INFORMATION POLICIES: The information environment is currently decentralized and distributed<sup>15</sup> with no evidence that this trend might reverse. As the OCLC study *Pattern Recognition* made clear, disaggregation of information items is an entrenched part of the information environment. What does this mean on the front-lines for example? This development has produced, within librarianship at the secondary and tertiary educational levels at least, the potentially useful development of online tutorials explaining citation strategies and the perils of plagiarism. Where, though, do information seekers access these tutorials? Are they linked, perforce, to the costly databases to which the libraries subscribe, or are they standalone and not integrated seamlessly into the information seeking and retrieval loop – as they almost certainly need to be in order to be seen at point of need? Librarianship requires **broad thinking, an awareness of emerging trends, an ability to understand the heart of the ‘problem’ and the capacity to find solutions.**

13. CONSUMER BEHAVIOUR: While big box stores might imply that consumers are embracing ‘just in case’ behaviours of acquisition, in information seeking they tend to embrace ‘just in time’ models, certainly when factual or other non-fiction information is required. In addition, one-stop shopping is preferred.<sup>16</sup> With the increasing use of online bookstores and the home delivery of purchases from any type of online shopping, there is

an additional mode of consumer behaviour that requires examination by librarians. Librarianship has, for several decades, promoted the home delivery of materials, but – notably – only to those who are not able, for a variety of reasons, to travel to the source. New models of service provision and service options are on the horizon and librarianship requires those with **an awareness of emerging consumer behaviour patterns and an awareness that these are likely to be pertinent for information consumers.**

Consumers of online information sources have coped for several years with the integration of advertising into the screen layout. Libraries have tended to shy away from advertising as a legitimate source of revenue, fearing (possibly with justification) that it would erode their capacity for objectivity and autonomy in information selection and provision. However, in the current environment, librarianship needs those with **an ability to engage in multiple modes of problem-solving and decision-making including cost/benefit analyses.**

14. HUMAN INTERACTIONS: Consumers look for services which make clear what they do, and why the consumer should use the service. Libraries need to differentiate themselves, possibly through an emphasis on having staff with subject knowledge and service skills. Information consumers are arguably unaware of what they might gain by using a library, real or virtual. Librarianship **requires those with promotion and marketing skills and excellent communication skills.** In addition, it is the soft skills that tend to make the difference in the selection and hiring of individuals for any profession, but this is particularly true in a profession has, as a continuing guiding principal, a strong service element. Many of the competency statements of library associations emphasize **interpersonal skills** over any particular subject knowledge or

technical skill. **Ability to forge effective teams and take leadership roles** are also often mentioned in competency statements and are referred to with regularity in position postings for librarianship.

15. INFORMATION TECHNOLOGY: Due to the plethora of new formats and tools, librarianship needs to include **those who are interested and aware of new forms of expression, new ways of organizing information spaces and new ways of retrieving information** (such as multi-lingual information retrieval). An *awareness* of these current and emerging trends is essential to be informed professionals, recognizing that true knowledge specializations within the field will remain a defining feature of it and of its practitioners.

Physical libraries remain, in many locations, ‘vital conduit[s] for networked information.’<sup>17</sup> An **understanding of systems**, including general systems theory is an asset to the profession and to the development of seamless, integrated systems.

On a different scale, websites, internet and intranets, are common modes for reaching those whom a profession serves and for facilitating information sharing and ‘knowledge management’ amongst staff. There is an enormous array of literature concerning information-seeking behaviour and human computer interaction. Much of this literature is developed by those whose research domain is described as Library and Information Studies/Science. A proportion of libraries have estimable websites which illustrate many of the ‘beneficial practices’<sup>18</sup> from the research literature, but a woeful number do not have such sites or their sites are not fully interactive. Librarianship requires **web design and web authoring skills**, at least to enable the practitioner to make intelligent assessments on behalf of information consumers.

16. CONVERGENCE IN HERITAGE INDUSTRIES: While convergence in education for libraries and archives has been discussed for some time, the practical convergence of archival and library functions, and sometimes those of museums too, is a more recent development. Libraries' development of their archives and special collections has been, in part, a response to patron and client needs, as well as serving directly the preservation needs for particular collections. The role of the librarian in such settings has shifted. Librarianship needs those with **archival and records management skills** – not only more traditional skills, but digital management skills related to archival holdings.

After this brief survey of selected elements, we might ask if Maurice B. Line's *crie de coeur*, written in 1983, is an accurate reflection of the larger issues in the profession in 2005.<sup>19</sup> Line said then that 'librarians have failed to anticipate...problems, they have failed to see problems in context, they have failed to identify the problems correctly and precisely, and when they have been confronted with problems they cannot avoid they have failed to react intelligently.'<sup>20</sup>

Surely, we have come a long way in the past two decades? We have a strong research base in information studies and information science, founded on well-developed theory. We have worthwhile goals; we place importance on information seeking in many different contexts and we recognize the similarities and differences among those contexts; we know the importance for individuals of being 'information literate'; we recognize and develop programmes for minority populations so that these populations may use libraries, may work in libraries, may even be managers of libraries.

## STAFFING FOR EFFECTIVE RESPONSES TO ENVIRONMENTAL FACTORS

To serve the needs of information seekers in our information-driven economies requires high calibre graduates who will use the skills of librarianship (or cognate fields) and will take those skills *outside* institutional walls. Continuing development of current staff is so critical that it might be impossible to overstate the case. Furthermore, there is evidence of role shifts between and among professionals and support staff, particularly as the latter gain greater access to training and education.<sup>21</sup>

A crucial, and not unexpected, result of the large and complex study on *The Future of Human Resources in Canadian Libraries* is that management and leadership skills, along with interpersonal competencies, are overwhelmingly important.<sup>22</sup> Interpersonal skills are also cited as critical in a UK study.<sup>23</sup> Furthermore, these skills and areas of knowledge can be honed not only within education for LIS, but within related domains such as public administration or business administration. Those who hold dual degrees with either of these disciplines are eminently ‘fit for purpose’ in numerous settings.

## CONCLUSION

The title of this article draws terms from the titles of two recent studies from OCLC, cited above. One might dare predict that the next study will include ‘predictions’ in its title (if only for the alliterative pleasure). Predictions though are fraught with difficulties, especially in times of almost constant, and significant change. Some needs may be generalized from the changing context however. What librarianship now needs – in the service of society – is those with a penchant for thinking outside the box in the

broadest sense of that phrase and those who engage in a critical analysis of the research literature, including market research. Strengthening the management and leadership capacity of librarianship (aspects of succession management) is a pertinent goal in Canada, and arguably the same is true in many other countries. What is desperately needed is a willingness to preserve the professional ethic of service to users while analyzing, with research-based rigour, what are appropriate alternatives to the library model that has served selected segments of selected societies moderately well. What must be retained and what should be rethought? What will librarianship's contribution be and do we have leaders in our organizations who will foster a spirit of open-minded enquiry into the art of the possible?

The current state of the profession seems to place more emphasis on user needs than on the needs of repositories. This is a significant shift from one or two decades ago. Libraries as physical locations will continue to evolve. More and more, we need professionals who will have appropriate skills for being information consultants on behalf of a 'library' and they will work outside such a physical library, across a campus, in a community, etc., all in the aid of information seekers and consumers. What is critical is service, regardless of location or method. Let us require of our profession that it meet the highest standards in face-to-face services to readers and other information consumers, as well as taking professional skills to the patron/client, be that home or workplace, face-to-face or through remote means.

Our goal remains a challenge, though a positive one. It is, simply, to foster a profession that seeks to benefit information seekers be they young, old, highly literate, less literate, creative artists, thinkers, doers, differently-abled, etc. The profession needs

to recruit and retain the best possible staff complement inside and outside libraries for serving the needs of those who seek and use information. A profession must engage professionals who can contribute to current patterns of practice, *and must also* engage and encourage professionals to look to the future. The current state of librarianship has much about which we can be optimistic, while leaving us with a strong conviction that there is much still to do in honing well-developed competencies and developing some new ones. The skill sets required for the profession are eminently achievable, especially if coupled with amendments to recruitment practices. Librarianship is increasingly – and excitingly – diffuse.

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<sup>1</sup> OCLC, *Perceptions of Libraries and Information Resources*, Dublin, OH: OCLC, 2005, vii. Some present a case that the state of flux should not affect traditional services and the continuation of many past practices. See Michael Gorman, *The Enduring Library: Technology, Tradition and the Quest for Balance*. Chicago: American Library Association, 2003.

<sup>2</sup> The 8Rs Research Team, *The Future of Human Resources in Canadian Libraries*. [Edmonton, AB]: 8Rs Canadian Library Human Resource Study, 2005.

<sup>3</sup> *Ibid.*, iii and iv.

<sup>4</sup> Robert F. Moran, 'Core competencies.' *Library Administration & Management* 19.3 (2005): 146-148.

<sup>5</sup> 'Information consumer' is used throughout to denote any person of any age or background who may seek and use information for any purpose. It is not intended to denote a business perspective, it is much broader. The context and importance of lifelong learning has been emphasized in many government reports internationally. See for example, Human Resources Development Canada, *Knowledge Matters: Skills and Knowledge for Canadians*. Ottawa: HRDC, 2002.

<sup>6</sup> The phrase 'fit for purpose' is used in many domains, especially those relating to technology and to management. It is useful as it provides a shorthand for considering whether or not a factor or practice is 'fit' for the explicit or implicit 'purpose.'

<sup>7</sup> OCLC, *2003 Environmental Scan: Pattern Recognition*, Dublin, OH: OCLC, 2003 and, OCLC, *Perceptions of Libraries and Information Resources*, Dublin, OH: OCLC, 2005.

<sup>8</sup> OCLC, *Perceptions*, vii.

<sup>9</sup> Gregg Sapp and Ron Gilmour, 'A brief history of the future of academic libraries: Predictions and speculations from the literature of the profession, 1975 – 2000, Part two, 1990 – 2000.' *Portal: Libraries and the Academy* 3.1 (2003): 22.

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<sup>10</sup> OCLC, *Perceptions*, vii.

<sup>11</sup> For a brief overview of a current project involving ‘collaborative tagging,’ see [http://sim.management.dal.ca/News\\_Releases/2005December-1.php](http://sim.management.dal.ca/News_Releases/2005December-1.php)

<sup>12</sup> OCLC, *Perceptions*. The authors wisely advise caution in the application of the results of the study, as it was administered only online and not in person to users of libraries.

<sup>13</sup> The example I am drawing on here is from unpublished documents and communications with those in the health information sector in Canada, especially information from Michelle Helliwell, MLIS, and Jackie MacDonald, MLIS.

<sup>14</sup> Charles R. McClure et al., *Statistics, Measures and Quality Standards for Assessing Digital Reference Library Services: Guidelines and Procedures*. Syracuse, NY: Information Institute of Syracuse, School of Information Studies, Syracuse University; Tallahassee, FL: School of Information Studies, Information Use Management and Policy Institute, Florida State University, 2002.

<sup>15</sup> Sapp and Gilmour, ‘A brief history of the future of academic libraries,’ 17.

<sup>16</sup> OCLC, *Perceptions*, p. 1-28.

<sup>17</sup> Sapp and Gilmour, ‘A brief history of the future of academic libraries,’ 16.

<sup>18</sup> Beneficial practice is the term favoured here as there is rarely, in fact, one ‘best’ practice for any activity or outcome in professional life.

<sup>19</sup> Maurice B. Line, ‘Librarianship as it is practiced: A failure of intellect, imagination and initiative.’ *Interlending & Document Supply* 33.2 (2005): 109-113. This is a slightly revised version of a paper presented in 1983.

<sup>20</sup> *Ibid.*, 109-110.

<sup>21</sup> Phillip J. Jones and James Stivers, ‘Good fences make bad libraries: Rethinking binary constructions of employment in academic libraries.’ *Portal: Libraries and the Academy* 4.1 (2004): 85-104. See also, Sapp and Gilmour, ‘A brief history of the future of academic libraries,’ 18.

<sup>22</sup> 8Rs Research Team, *The Future of Human Resources in Canadian Libraries*.

<sup>23</sup> Ann Goulding et al., ‘Supply and demand: The workforce needs of library and information services and personal qualities of new professionals.’ *Journal of Librarianship and Information Science* 31.4 (1999): 212-223.