Preface

THE PURPOSE OF THIS BOOK

This book is about the impact of technology on the professional identity of librarians. We live in the Information Age, an age characterized by networked digital technologies, increased access to information, increased abilities to store information in digital form, and a rise in information-intensive industries. Libraries and librarians have been deeply affected by the Information Age. The depth and variety of these impacts will be explored throughout the book.

This book focuses primarily on the impact of information technologies on how librarians practice librarianship. Not only are many library resources now available in digital formats, from reference titles to e-books, but these resources are also managed digitally using integrated library systems and accessed using online public access catalogues and library Websites. In addition, through social media, such as Facebook and Twitter, and SMS (Short Messaging Service) and online chat services, librarians now have new ways to communicate with other librarians and their patrons. Information technology has changed the way Library and Information Studies (LIS) students are educated and even the focus of LIS researchers.

Has information technology been good or bad for librarians? The answer, perhaps not surprisingly, is both. While technology has provided new ways to access information, it has also offered new challenges. The Internet, for instance, offers access to all kinds of information. It can be accurate or erroneous. The information can be considered appropriate for all audiences or inappropriate for some community members. It can be legally or illegally accessed. Librarians have had to work with their communities to develop policies that balance community values with a desire to provide that community with as much access to information as possible. As the professional focus has shifted away from collections development towards access to information, librarians have had to examine their professional values to ensure that they are still relevant in the Information Age.

Librarians are, for better or worse, most often associated with a specific technology – the book. Librarians know that while the book is an important technology, it is not the only, or sometimes even the best, technology for offering their clients access to information. There is a tension between the role of librarians in the Information Age and public perceptions of librarians that can create barriers to the effective delivery of information services. Given the important role of librarians in providing information services, such as information literacy education and access to information resources, an understanding of librarians’ professional identities will shed light on how librarians communicate who they are and what they do to their patrons and to society at large. The professional identity of librarians helps to shape how, as professionals, librarians interact with their patrons. Librarianship is deeply connected to the world around it. As the world changes so does the profession. How librarians organize information, what information resources they offer their patrons, and the services they offer to support their patrons’ information needs have all been impacted by larger societal changes.
Wetherell (2010) identified a variety of approaches to the study of identity. Early approaches understood identity to be a personal project. In essence, this approach examined how a person develops a sense of personal coherence and a stable inner self throughout their lifetime. Around the same time, how identity was linked to social categories was taking off. There were many different approaches to examining the impact of social location of identity. A “names and looks” approach, for example, examined how places and locations were used to account for “‘who one is’” (p. 3). Other approaches examined how identity is linked to group membership. A person is either identified as a group member by others or self-selects their group membership. The study of identity in this approach, therefore, can be understood as the study of social categories, roles, and social locations, such as “woman,” “black,” “Canadian,” or “middle class.” Identity was used as a way to study “how to live and how to act” (p. 4) and approaches to its study focused on moral and political identities. The focus of a social group approach to identity is social differences “and the ways in which people’s contrasting stakes in social life, their positions of relative advantage and disadvantage, will organize their perceptions, their bodies, their appearance, their actual and imagined interests, their motivations, the knowledge they can access and their consciousness” (p. 8). Although social group-based understandings of identity highlighted social differences, it soon became apparent that social location was not enough to explain a person’s identity. One’s gender or class position, for example, does not necessarily mean that someone who “belongs” to that group will necessarily have a specific identity or share the same attributes. A discourse approach to identity, in contrast, demonstrates that identity is a complicated concept. According to Wetherell, early approaches to identity conceived of it as being based on the perceptions of the self and others. A discourse approach, in contrast, focuses on experiences and how these experiences are constructed in discourse. People are active participants in the construction of their identities. In this understanding, identity becomes inter-subjective, not merely subjective. Identity is a description of the self that others interpret, it is an “accomplishment of interaction” (Benwell & Stokoe, 2010, p. 84, emphasis in original). Meaning, identity is situational in nature and its meaning is the result of the interactions between “storyteller and audience” (p. 86); however, identity is not only created on this personal level. It also draws upon larger cultural discourses that provide these personal interactions with additional meaning. Therefore, for librarians there is a meaning associated with having the professional identity of a librarian. This meaning is based on professional discourses. The people they interact with as librarians, for instance a patron, also have their own understanding of what it means to be a librarian that is based on extra-professional societal discourses that explain what it means to be a librarian. These societal discourses may not have any direct connection to the discourses of the profession. For example, the societal discourse of librarians connects librarians to books, whereas the professional discourse associates libraries with all information resources. When interacting with patrons, librarians have to navigate these discourses in order to not only provide services to their patrons but also to described their identities – to themselves, to patrons, community members, policymakers, and other stakeholders interested in libraries.

This book takes a discourse-based approach to the professional identity of librarians. In addition to the theoretical reasons for this approach outlined above, a discourse approach is the most appropriate approach for librarians because their jobs are inherently interactive. They organize information and create services for patrons. In doing so, they articulate a specific understanding of information and user needs that reflect the professional values of librarianship. Therefore, even if a librarian has no direct contact with patrons, perhaps because they are in an administrative position or work as a cataloguer for a company such as OCLC (Online Computer Library Center, Inc.), the services they help design, even if they do not personally implement them, the information they organize, and perhaps even their social
media presence communicates a professional identity and perspective to the user. This interaction is precisely why understanding the professional identity of librarians is important, especially in relation to technology. The discourses of librarianship affect the way librarians practice their profession, as well as how users interact with librarians and their services. If there is a disconnect between the professional identities of librarians and the expectations of users, there could be barriers to effective information services. By drawing attention to how librarians conceive of their professional identity and how this identity may, or may not, influence their use of technology, insight into how librarians can better meet the information needs of their users can be discerned.

Previous literature on the interaction of librarians with technology focused largely on how the roles of librarians have changed. Whereas identity refers to a description of the self, and its study demonstrates how a person understands her or himself, role focuses specifically on the functions or behaviours people exhibit. Technology has greatly changed the functions of professional librarians. Librarians still catalogue books; however, today they use computers and software to complete this function, whereas in the past they would have used a typewriter or a pencil and referred to cataloguing rules in a printed book. There are many examples in the LIS literature that examine the ways in which the roles of librarians have changed. Martell (2003), for example, examined their roles throughout the 20th century to project ways in which their roles might change in the 21st century. The role of librarians is often characterized as an evolving one. Sun, Chen, Tseng, and Tsai (2011), for instance, examined how technology has expanded the role of librarians as educators. They argued this expanded role could be understood as an evolution of the traditional librarian functions as “people in the know [to] ... people who can share [their] knowledge, that is, as educators” (p. 330). Evolution is often tied, erroneously, with the betterment of the profession. Townsend Kane (2011), for instance, examined the ways that library positions have changed in relation to technology. She characterized these changes as “amazing” and “unbelievable” (p. vii), while Cahill (2008) characterized the changes to professional roles resulting from technology as not only unavoidable but also something that should be embraced for the betterment of the profession: “[A]fter all, if we don’t change, how can we get better?” (p. 75).

The majority of the studies that claim to be about the professional identities of librarians are, in fact, studies on the status and reputation of librarianship. Prins and de Gier (1992), for instance, found that a preoccupation with status and reputation had been a persistent concern in the LIS literature. They found that there were three reoccurring themes that related to status: librarians felt the profession was invisible and that the public and policymakers had no idea what it was librarians did, that LIS programs attracted lower quality candidates because it was rarely anyone’s first choice of study, and librarianship had no professional culture, meaning that quality library services were based on the personal qualities of those providing them and not professional standards. Wilson and Halpin (2006) found that librarians themselves identified a variety of challenges to their professional status, specifically the growing status of para-professionals. These challenges were primarily within the institutions that house libraries – specifically universities. They argued that librarianship was an occupation that was performed professionally and that, unlike other professions that identified themselves primarily with their governing organization, such as doctors and lawyers, librarians primarily identified themselves with their employer. The desire to provide high-quality library services, therefore, was driven by a need to meet employer expectations and not professional values. Bennett (1988) linked concerns over status to the professional identity of librarians. He argued that such concerns were the reason why the discipline changed its name from “library science” to “library and information science/studies.” The addition of “information” was intended to improve the status of librarians as second-rate academics in the eyes of faculty and other
higher status professions. He argued that in fact it was librarians who understood their status to be low. This interpretation was repeated in professional conversations and in the professional literature and was, as a result, repeatedly reinforced. There is, however, a small but growing literature on the professional identities of librarians. Often this literature is focused on only one aspect of the librarians’ professional identity. Walter (2008), for instance, completed a preliminary study on the librarians’ identity as teachers. He found that teaching was a core focus of academic librarianship and that librarians were committed to their role as teacher. This commitment was in part the result of a desire to counter perceptions of librarians as “keeper[s] of collections” (p. 63).

This book, additionally, presents an extended use of discourse-based analysis within LIS. Frohmann (1994) was the first to introduce Discourse Analysis (DA) to LIS researchers. He argued that it could be used to examine LIS theories with specific attention to how these theories frame power over information, information users, and how information is used. He argued that DA could allow researchers to examine questions such as “How is information defined in accordance with the imperatives of machine storage, manipulation, and retrieval? How do the same imperatives determine a parallel set of discursive configurations of users and uses? What institutional platforms permit specific forms of enunciation of these identities?” (Frohmann, 1994, p. 122). The focus, therefore, was on how library and other information services provide users with an identity and not on the identity of the people developing these services. Examples of this kind of DA-inspired research are throughout the LIS literature. For instance, McKenzie (2002, 2004) has used discourse analysis to examine how midwives and pregnant women position themselves as information seekers. McKenzie argued that this approach allows for information seeking to be studied within context as the context influences not only the kind of information sought but also whether or not certain types of information are appropriate within the information-seeking context. Similarly, Given (2000, 2002) used DA to examine how mature students were discursively framed within the university context and the impact this framing had on the development of library and university services and policies for this user group. Given found that students were discursively framed as being a homogenous group that were all recent high school graduates who had moved away from home for the first time. This discourse excluded mature students and acted as a barrier to their educational needs. Given argued that librarians needed to resist thinking of students as “types” (i.e., traditional or mature), resist the dominant discourses that frame students in particular ways, and treat all users as individuals.

DA has also been used to examine how LIS researchers make meaning and determine authority within the field (Olsson, 2005a, 2005b, 2007), the ideological perspectives within discussions of LIS education (Budd & Connaway, 1998), and how leadership is discursively framed within the American Library Association’s Core Competences (Hicks & Given, 2013). By examining identity through a discursive lens, this book examines how the identities of librarians influence how library services are designed, therefore extending much of the discourse-based work already occurring with LIS to include not just the users of information services but also the designers of those services.

This book presents an examination of the professional identity of librarians from a variety of perspectives. It presents a discussion of how the roles of librarians have changed, an examination of how librarians understand their professional status, as well as an examination of how librarians historically reacted to new technologies, an examination of professional values in light of technological change, how the gender makeup of the profession relates to its use of technology, and more. It focuses on how librarians talk about their relationship with the Internet, computers, radio frequency identification, e-books, and even television. The focus is on how librarians describe their professional identity through their use of and relationship with technology. Therefore, the discussion does not stop at how roles have changed and
instead examines the impact these role changes have had on how librarians understand themselves and their communities – both professional and non-professional. It moves beyond examining how technology does or does not improve the profession’s status and reputation to an examination of how librarians use technology to articulate the worth of the profession as they understand it.

WHO WILL BENEFIT FROM THIS BOOK?

This book will be of interest to librarians, LIS students, faculty, and researchers alike. Throughout the book, the relationship librarians have with their patrons is examined. Technology has greatly changed this relationship. Library patrons no longer have to come into the library to ask questions or even, thanks to e-books and tablet computers, borrow library materials. The Internet provides users with free and seemingly endless sources of information. In response, some librarians have taken on the challenge of helping users navigate these free resources and evaluate them for accuracy and authority by embracing a teaching role. Librarians have also had to draft policies that dictate how technology should be used by their patrons while on library property, whether that be via desktop computers provided by the library or via a smartphone or laptop using the library’s wireless Internet access. This book may encourage professional librarians to reconsider how they use technology to interact with patrons. This does not mean that this book may convince librarians to stop using online chat services, for instance, to communicate with patrons. Instead, it may encourage librarians to reconsider how they use such technology. For LIS students, this book may provide insight into their burgeoning professional identities. Although this book may prompt working librarians to do the same, the conclusions presented here may encourage LIS students to think about their own technology use and how it informs their understanding of what it means to be a librarian. For LIS faculty, this book may provide insights into their role as LIS educators. The foundations of a professional identity are laid in LIS classrooms. Faculty members are the first to impart professional values to students, and LIS classrooms are the place where students first test these values in discussions with other students before entering the workplace. For LIS researchers, this book provides a new perspective from which to approach the study of library services. Librarians design library and information services that reflect their professional values and identities. Sundin (2008), for example, examined how librarians’ professional knowledge manifested itself in online information literacy tutorials. Such a perspective allows researchers to examine information services not merely as an end product that users interact with, but as an artifact of professional knowledge and practice.

CHAPTER SUMMARIES

Technology and Professional Identity of Librarians: The Making of a Cybrarian is divided into 11 chapters, which, when read together, provide a comprehensive examination of the relationship librarians have with technology. In chapter 1, the three basic concepts that underpin the book are discussed: technology, profession, and identity. This examination provides an overview of how these concepts are utilized throughout the remaining chapters. Understanding these concepts will provide insight into how the central question of the book (What impact does constant contact with technology have on the professional identities of librarians?) will be addressed.
Chapter 2 and 3 each look at the historical role of technology in libraries. Chapter 2 examines pre-automation library technologies, while chapter 3 examines library automation technology up until the advent of the Internet. When technology is discussed today, it is often associated with information technologies – specifically computers, the Internet, smartphones and cellphones, tablet computers, and other mainstream information and communications technologies. However, earlier technological developments have had a lasting impact on how librarians perform their work and offer services to patrons. Chapter 2 examines six different technological developments that impacted early libraries, namely card catalogues, telegraphs and telephones, the phonograph, microfilm, and punched cards. Only one of these technologies is unique to libraries (the card catalogue). All of the others were technologies that had a broader impact on society. Librarians reacted to these new technologies in different ways. Some embraced them wholeheartedly and were excited by the changes these technologies offered and how they provided patrons with services. Others were more cautious. These early technologies paved the way for how librarians reacted to the technologies of library automation. There are many technologies associated with automation; however, chapter 3 looks at two of the most central technologies: MARC (Machine-Readable Cataloguing) and OPACs (Online Public Access Catalogues). These two technologies represent important changes to core library services. MARC changed how catalogue records were created, while OPACs changed how these records were used by patrons. A discussion of how past librarians reacted to technologies will provide a foundation for understanding how today’s librarians react to change. Professional practice has historical roots. Librarians embraced certain technologies, resisted others, and modified even more to suit the needs of their professional practice. The reasons why these decisions were made are based on professional values and provide insight into how past librarians identified with the profession.

Chapter 4 continues to examine the relationship that librarians have with technology, only with a focus on one specific modern technology – the Internet. The Internet, specifically Google and Google Scholar, has had a large impact on both librarianship and society. It has changed the ease with which people can access information for scholarly, entertainment, and work purposes. As a result, librarians have had to adjust not only how they provide services to patrons but also how librarians felt they should provide services to users. Library 2.0 is one example of how librarians addressed the service challenges the Internet offered librarians. This chapter provides a brief overview of its development and explores how Library 2.0 relates to previous service philosophies. Following this, the specific ways Web 2.0 applications have been used in libraries is examined, followed by an examination of two specific Web 2.0 technologies—blogs and Twitter—and how librarians have used them to communicate with each other. This chapter reinforces the findings of chapters 2 and 3 that librarians have a complex relationship with technology. They both embrace it wholeheartedly and caution against its use, all in the name of providing high-quality service to users. However, this chapter also discusses how part of the reason librarians have been quick to embrace Internet technologies is a fear of being considered technologically out of touch. How librarians use technology not only to communicate with patrons but also to communicate with each other demonstrates how technologically savvy they are. Some technologies, such as MOOCs (Massive Open Online Courses) are challenging librarians’ abilities to provide information services directly to users. How librarians are negotiating their relationships with these technologies illustrates how technology is challenging not only how librarians offer information services but also their core professional values.
Chapter 5 examines how LIS programs contribute to how librarians understand technology in their professional lives. After examining the core technology-focused course offerings of 51 of the 57 ALA-accredited MLIS programs, it was found that technology is not the focus of any program. Technology courses were ranked 6th out of 11 different subjects taught as core courses behind more traditional LIS topics, such as reference services and the organization of information. When the course descriptions and syllabi of these courses were compared against competency standards from various professional organizations, such as the ALA and the Library and Information Technology Association, it was found that LIS programs teach the practical technology skills that professional organizations want new graduates to possess. Even though recent graduates have an understanding of technology that matches professional expectations, there is an ongoing complaint from practitioners that LIS education does not meet the needs of the profession. Recently, the focus of the criticism has been the iSchool movement. It is discussed in this chapter that the education offered by the iSchools does not differ from the LIS education offered by non-iSchools; however, the research activities inspired by the iSchool movement have the potential to offer LIS education a new focus that examines information use and human-technology interaction in a variety of information environments. This expanded focus could offer librarians a more complete understanding of patrons’ information needs and their information behaviours, which could improve how libraries provide information services.

Chapter 6 examines one of the core functions of librarianship—instruction—and how new technologies have impacted it. Librarians have always incorporated new technologies into their instruction; however, online technologies have changed the content of library instruction away from traditional library resources to generalized search strategies that are applicable in all information environments. Nevertheless, perhaps the largest impact that new technologies have had on instruction in libraries is how librarians have used the technologies to reframe their relationships with patrons. Academic librarians, for example, use Web 2.0 technologies to demonstrate to students that they are information and technology experts. Librarians must grab students’ attention by using the “fun” technologies of Web 2.0 to offset the “boring” instruction of librarians. Students are framed as technology novices who need to be shown the correct way to search for information. In contrast, new technologies allow librarians to position themselves in opposition to faculty members. By using new technologies, librarians can demonstrate that they are the ones who are truly concerned with student learning. At the same time, technologies are looked to as a way to overcome any tensions in the librarian-faculty relationship. Instruction in public libraries is more practical in nature and focuses on teaching basic skills, such as how to move a mouse. As a result, Web 2.0 technologies are less of a focus for public librarians in their instructional roles.

Chapter 7 is the first chapter to turn away from the direct influence of technology on the working lives of librarians to examine the indirect impact of technology. This chapter examines the relationship between gender, technology, and librarianship. On its surface, technology does not appear to be a topic that is gendered. Both men and women use technology; it must, therefore, be shaped by those who use it. However, both technology and gender are dependent on cultural, social, and historical contexts. These contexts shape how technologies are designed and used and how technologies and gender are understood. Currently, information technologies are associated with masculinity. In a similar manner, librarianship is gendered. Not only is the demographic makeup of the profession female-intensive, with approximately 80% with all LIS professionals being women, but some have argued that its core professional values—access to information and service—are feminine in nature, as are its traditional activities,
specifically cataloguing and children’s librarianship. This chapter closely examines a feminist critique of librarianship by Harris (1992) that argued librarians were embracing technology in an effort to improve the perception of librarianship and make it more masculine. The status of male librarians is examined in light of Harris’s argument alongside an examination of Library 2.0 and how technology is used as part of its service philosophy. This chapter argues that the relationship between gender and technology is more complex than Harris argued.

Chapter 8 explores popular images of librarians and their relationship with technology. In the daily working lives of librarians, technology is used to complete nearly every task; however, popular images rarely illustrate librarians interacting with technology, and the professional literature often focuses on how inaccurate this portrayal is. Librarians clearly understand themselves to have a closer relationship with technology than the stereotype allows. Popular images of the profession provide librarians with insight into how the general public understands the work of librarians, but by focusing on how librarians themselves react to these images, deeper insight into how librarians understand their professional identity is gained. When librarians engage with popular representations of their profession, they bring different understandings and meanings to the image than the general public. This understanding is the product of the professional education and their experiences as a profession. As they interact with the representation, they express and make sense of their professional identities. This chapter focuses on three images of the profession: Bunny Watson from *Desk Set*, Rupert Giles from *Buffy the Vampire Slayer*, and Vox NY-114 from *The Time Machine*. Librarians have generally reacted very positively to these images. Bunny is seen as stereotype shattering, Giles is understood to portray librarians as heroes, and Vox is celebrated for being the compendium of all human knowledge. The negative aspects of the images—Bunny’s fearful reaction to being replaced by technology, Giles’s technophobia, and Vox’s poor public service skills—are often overlooked by librarians. This willingness to overlook the negative aspects of the images indicates that librarians understand their identity to be connected to the technologies they use in their work, and the negative aspects are unworthy of comment—even if they represent, however broadly, actual behaviours and attitudes of librarians.

Chapters 9 and 10 examine how technology has impacted the core values and ethical standards of librarianship. In chapter 9, the attention is on the ethical challenges of technology. Technology has in a very real sense made the walls of the library permeable. Library users no longer have to physically come into the library to use library resources. However, the core values and ethical standards of the profession are based on an understanding of libraries where the user must visit to use the information resources. For instance, the America Library Association’s Code of Ethics was first written in 1903 and updated or amended in 1975, 1981, 1995, and 2008 (Preer, 2008), but none of the revisions included specific statements regarding the ethical use of technology. As will be examined in chapter 9, librarians understand technology as a tool to provide information services to users. This chapter argues that librarians need to take an expanded view of technology as a socially constructed artifact that means different things to different social groups, so that the opinions of important community stakeholders are fully understood when ethical decisions need to be made. The case study of Radio Frequency Identification (RFID) is used to demonstrate how a narrow understanding of technology as merely a tool potentially dismisses the serious ethical issues that certain technologies raise for librarianship. Additionally, mobile technologies, with specific attention to smartphones, are examined to see how librarians manage the ethical implications of technologies that users bring into the library and to access library resources.
Formal codes of ethics and statements of core values provide librarians with an outlet for articulating their professional identity. Policy documents serve a similar purpose for articulating the professional identity of librarians to patrons. Whereas codes of ethics and core values statements are directed towards other professionals and are intended to provide a framework for professional actions, policy documents provide a framework for action at the organizational level. Chapter 10 examines how librarians articulate their identities in policy documents. Librarians must balance professional values with community values in their policies. The Internet has made this balance difficult to maintain. Although librarians want to provide Internet access to their patrons to increase their access to information, the information available on the Internet is outside of librarians’ control, unlike the local collection that can be managed through collections policies and purchasing decisions. Using the example of public library Internet use policies and the advice for policy drafting in professional literature, alongside examples of actual Internet use policies from libraries in North America, this chapter examines how librarians balance professional and community values in these documents. Although no two policies balance community and professional values in the same way, the identity librarians articulate in these documents positions them as gatekeepers of the Internet. This investigation is then extended to examine how the policies written by non-librarians that librarians choose to support, such as Creative Commons licenses, illustrate aspects of identity.

Lastly, chapter 11 examines the three main themes throughout the book: us versus them, technology as a tool, and library as place. Us versus them highlights the relationships that librarians have with their various user communities and even with other librarians. Librarians use technology to position themselves as technology experts, which places users in a subordinate position. Users are novices who are unaware of their own information needs. They are often described as a homogeneous group with homogeneous information needs. Amongst themselves, librarians use technology to distinguish between those who are concerned with patrons’ needs and open-minded about the best way to address them and those who are closed-minded and anti-technology. Additionally, librarians use technology to distinguish themselves from LIS faculty members by claiming that faculty members are too distanced from the actual uses of technology in the profession when, as demonstrated in chapter 5, LIS faculty teach an understanding of technology that is similar to how professionals actually use technology in their daily lives. Technology as a tool is perhaps the most dominant theme throughout the book. Technology is used to improve services, provide access to information, and communicate with patrons and other librarians. By understanding technology as just a tool, librarians end up defining themselves by how they use technology, thus limiting not only their use of it but also placing inadvertent limits on how it can be used within the library itself to provide services. Lastly, technology has changed how librarians understand the library as place. Technology allows patrons to use library resources from virtually wherever they want. Reference questions can be asked via instant messaging services, e-books can be borrowed from home and then read on portable devices, and databases provide unprecedented access to information. The library, in the face of all this technology change, has become a place that needs protecting. Librarians, as a result, have become the protectors of the library as place. They use technology in a controlled way to manage this.

Librarians have a complex relationship with technology, and the impact that technology has had on the professional identity of librarians is huge. Librarians are discontented with their role as keepers of the books and are using technology to reposition themselves as technology and information experts. Yet at the same time, they are protective of their professional reputation and approach technology with some caution, perhaps even some fear, and keep an eye on the past traditions of librarianship. The professional
identity of librarians is service-oriented, practical, and concerned with its professional status. Technology is a double-edged sword that offers new possibilities but sometimes at the expense of deeply held traditions. This book is a starting point for examining this complex relationship. The way librarians use technology articulates their professional identities to patrons, their communities, and to other librarians. It is hoped that this book acts as a catalyst for debate and discussion about the use of technology by librarians.

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REFERENCES


