

Educating and Professionalizing the 21st Century Nigerian Cataloguer: Issues and Trends

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ABSTRACT

This study looks at the issues that cataloguers face in terms of education and professionalization as they perform librarianship in the twenty-first century. The paper concerns cataloguer education and professional development. It emphasizes the deficiencies in their library school training as well as the need of cataloguing and classification in the library school curriculum. In order to tackle the demands of the twenty-first century job, cataloguers should guarantee that they enhance their skills and abilities, in addition to being comfortable with technology, by enrolling in continuing education.

Keywords: *Cataloguer; Issues; Professional development; Trends; Upskilling*

INTRODUCTION

The importance of cataloguing education in skills development and professionalizing cataloguers for the 21st century workforce is a concept that has generated wide discourse among information professionals and researchers. Cataloguing, maybe more than any other component inside a library, is experiencing new problems and adapting to substantial operational and identity changes in the twenty-first century. Siddall (2012) is of the view that “the transition in the fields of Information Science and Library and Information Science programs from a practical to a more theoretical approach to teaching cataloguing is a major focus of the literature”. Among the many types of subjects studied by professional librarians in the study and practice of library work, cataloguing and categorization are undoubtedly complex, important, and theoretical disciplines.

Harrods (1990) defines cataloguing as “the compiling of a list of papers, printed or non-book materials according to a set of standards so that the consultant knows what collections are accessible and where they can be accessed using the class number or other forms of identification.” Classification, on the other hand, allows you to gather all of the information resources on a single topic in one area. In a nutshell, cataloguing and classific-

ation is just a method of categorizing library materials to make retrieval easier for library users. Cataloguing and classification are the primary neurological system of librarianship, according to Omekwu (2008), who emphasizes that “they are not ends in themselves, but rather the foundation for giving information to the clientele system”. Cataloguers are library staff that perform these tasks and are critical to the success of their library.

As Ellero (2004) points out, cataloguing position “are changing, expanding, and becoming more integrated with library operations” owing to the rapid increase of electronic collections and the growing popularity of institutional repositories. Thurston (2012) claims that “this transformation is occurring at a considerably faster rate than ever before, both monetarily and technologically, and that it is changing how catalogers have traditionally performed their jobs”. Current norms and rules, which date back to 1961 and even before that, are being updated to showcase new electronic formats that libraries are acquiring. In this context, according to Mann (2005), “cataloguing and classification provide the recognition mechanisms that scholarship requires for systematic literature retrieval in book collections”. Cataloguing and classification courses have been designed and redesigned,

evaluated and analyzed over the past 25 years, usually by those who teach them or those who directly benefit from them in technical and reference services (Hudon, 2011). Cataloguers and cataloguing are changing as well, learning to work in broader digital contexts such as digital repositories as the resources in many library resources change from standard textbooks and periodicals to more digital and electronic formats (Cerbo, 2011). This move has created some concern in the library, academia, and society as a whole. Miksa (2008,) whimsically argues

“We can modify our job titles, but being required to do so contributes to the greater fallacy that a cataloguer and a “metadata specialist” are two completely separate professions”.

What are the prospects for cataloguers in the future? Will they all develop become metadata experts? Some catalogers believe that these modifications will increase the value of their effort, not decrease it. As Beck (2004) points out, any transformation significant enough to alter our sense of self will necessitate more than minor changes in our way of life and thought, but a complete metamorphosis. Cataloguing is often taken for granted and deemed throwaway by management who control library finances since it is perceived as a resource waster in many ways by those in charge of library budgets (Cerbo, 2011). This is because cataloguing is seen by management who control budgets in our libraries as a resource waster in many ways. Others, such as Harmon (1996), disagree and argue that *“the cataloguer's worth is demonstrated by what he or she really performs”*. Most individuals have probably heard and read a lot of what Popadin (2013) refers to as "hype and hyperbole" in the context of these opinions: 'Cataloguing is a vanishing skill... Cataloguers are an endangered species... The new cataloguing is metadata...'

The dilemma that these euphemistic aphorisms raise is whether cataloguing and catalogers are truly dying, being phased out, or being replaced by something else. People are challenging established methods, the cost of cataloguing processes, and the utility of library catalogues itself, according to Thornton (2008). Cataloguers are currently confronted with, and will continue to face, new technical hurdles. These difficulties, which include metadata, Resource Description and Access

(RDA), and Functional Requirements for Bibliographic Records (FRBR), are likely only the top of the iceberg. Danskin, (2006) responds to the "hype and hyperbole" by forcefully stating that one day we shall all be cataloguers. *“It is not dying, it is not dying”*. The transition that has resulted in this circumstance has opened up a new vista for catalogers who are largely capable of working outside of typical bibliographic control of cataloguing setting, but it has also posed a problem. Metadata librarians, also known as catalogers, are in charge of producing bibliographic records or metadata to reflect the resources in an information agency's collection, as well as description, subject analysis, access to information, authority control, metadata application, quality control, and metadata-related decision making. Additional responsibilities include data sharing, consortium collaboration, project management, standard, policy, and process creation. [<https://www.kent.edu/slis/programs/mlis/cataloguing-or-metadata.cfm>]

However, there appears to be a shrinking and/or insufficient number of professional librarians in Nigeria who want to work in cataloguing, particularly as metadata librarians, causing some problems for the profession. In this twenty-first century digital era, access to bibliographic resources owned by libraries or those available on the internet will be difficult without cataloguers. Therefore the education, training and professionalization of future cataloguers or metadata librarians in Nigeria are very crucial. In this paper, a professional cataloguer is defined as one whose position requires a Master of Library and Information Science (MLIS) or equivalent library degree. This paper thus sets out to examine how professional cataloguers can be educated and professionalized to work effectively in the 21st century.

PROFESSIONAL EDUCATION FOR LIBRARIANS

Cataloguing education, like that of other professions and university programs, is influenced by the same social, technological, economic, and political factors that affect other professions and university programs. Despite the fact that professionals and educators feel cataloguing and classification are fundamental to library and information science, according to Ocholla and Ocholla (2011), cataloguing and classification

education (CCE) has various obstacles (LIS). They believe that CCE is a crucial part of LIS education. According to Pattuelli (2010), “a substantial amount of work has been devoted to discussing the state of cataloguing education, with a focus on cataloguing curriculum requirements in master's level programs and fundamental competences and abilities required for cataloguer professions”.

Joudrey (2008) points out, that there has been a terminological shift, with the phrase "cataloguing education" being taken over by the more inclusive phrase "organization of information (OI) education" or "organization of knowledge (OK) education." In recent time most library schools offer a course called "organization of knowledge" in which students are introduced to the ideas and procedures of cataloguing. This is becoming a very significant program of study for those interested in pursuing a career in cataloguing. In the pre-digital era, Cataloguers were taught all of the technical skills and knowledge of an information technician (such as properly classifying and referencing books and materials), as well as the people skills required to deal with the public in a professional manner. The evolution of a cataloguer's job necessitates new learning methodologies, both in terms of initial schooling and ongoing professional development. Initial education at schools, colleges, and universities provides a foundation for professional activity, but it is no longer sufficient to meet the changing demands of the field. According to Morrow (1997), the reason for this is because many library cataloguing courses are basically traditional and do not address current trends and challenges in the organization of knowledge and information. Professional cataloguers must regularly update their knowledge and abilities in order to achieve the results expected of them and to be able to cope with the changing demands of their jobs. According to McLuhan (2013), updating such knowledge and abilities will prevent "trying to do today's job with yesterday's equipment and yesterday's conceptions."

Our knowledge of the past is no longer adequate to meet the difficulties of the present, as a result of evolving technological advancement, and our education may need to be updated to match the needs of the current. As a result many professional bodies are increasingly adopting formal continuing professional development [CPD] schemes to

encourage and in theory compel members to keep up-to-date and enhance their competence. Cordis, (2000) opines that professional development otherwise known as continuing education comprises of:

“All activities that make an individual fit for doing a certain job, growing in that job and for keeping up with changes that have an impact on the nature of that job. It may hence enable a person to transcend eventually the job he or she has been trained for and to do quite different job with equal and perhaps more satisfaction. It should maintain and possibly expand a person’s qualification”.

It is the process through which catalogers assess, refresh, and extend their commitment to the moral aim of cataloguing as change agents, both alone and in collaboration with others; and by which they acquire and critically develop the knowledge, skills, and emotional intelligence necessary for good professional thinking, planning, and practice with young librarians and colleagues at each stage of their careers. Professional growth that is ongoing (or continuous) is also known as:

“the maintenance and enhancement of the knowledge, expertise and competence of professionals throughout their careers according to a plan formulated with regard to the need of the professional, the employer, the profession and society (Madden & Mitchell, 1993)”.

Although updating and enhancement have inevitably been a part of many professional careers for much longer, Lester (1999) claims that CPD as a concept was relatively unknown until at least the 1960s, and that only during the last ten to fifteen years of the twentieth century have professional bodies taken systematic steps to ensure that their members continue their development on an ongoing basis (Houle 1980).

TRAINING AND RETRAINING OF CATALOGUERS

The ability of Nigeria's education and training systems to respond to changing skill requirements while also enhancing access to training and skill development is a basic concern, as it is in all other developing countries. The library school provides education and prepares students for on-the-job training. Training isn't limited to in-house or mentorship programs, nor is it limited to recent

grads. The literature on the function of cataloguing training provided by private organizations or professional organisations in offering further education for both new graduates and cataloguers seeking to up-skill reflects not only the needs of new graduates, but also the reality of the cataloguing world as a volatile place where professionals must keep up-to-date with global changes. As knowledge organization transitions to a global information network environment, cataloguers will need professional upgrades in seven key areas: skills, tools, facilities, networking, partnerships, research, and continued professional education (Omekwu, 2008).

Employers think that such training is necessary for cataloguing professionals to adapt to a rapidly changing sector and to demonstrate an interest in the continual professional development required to stay current with evolving technology. The quality and well-being of a library's collection is determined by how many cataloguers are employed and how productive they are, which is determined by the skills they possess and how efficiently they use those skills. Corral (2010) adds to this by stating that "the complexity of both the information landscape and the organizational arena demand both breadth and depth in skills," which are a foundation of decent work "and knowledge for (cataloguing) (sic) jobs that require cross-functional and highly-specialized competencies," according to the International Labor Organization (ILO, 2010).

Training programmes [conferences, workshops and seminars] about new cataloguing guidelines, new computer systems, or a refresher course in dealing with on-line cataloguing would normally be used to update these essential abilities. Be that as it may, not only the ability and willingness to enhance these skills, but also the ability to come up with fresh solutions to challenges, are critical. The initial training of a cataloguer provides the essential work skills, general knowledge, and library-based and professional competencies that make the transfer from schooling to library employment easier. Cataloguers' abilities and competences are maintained through lifelong learning as employment, technology, and skill requirements change.

DEFINING THE PROFESSION AND THE PROFESSIONALS

The term '*profession*' emanates from the Latin verb *profiteri* which means to profess, in the

sense of making a formal commitment or vow (as in taking a monastic oath). As Lester (2015) points out, choosing a profession necessitates a commitment to learning and mastering its knowledge and abilities, as well as adopting its attitude. It cannot be denied that the word *profession* is currently used very widely but loosely and as a result is difficult to define. According to Osman, (1995) "*it is an elusive term and various people have tried to define it from the point of view of their occupations*". Eraut, (1995) states:

"The debate about what precisely constitutes a profession has become sterile, unable to cope either with the changing nature of professional work or the diversity of occupational claims".

Twentieth and twenty-first century researchers and theorists tend to demonstrate their theories of professions and professionalisms by defining professions on the basis of:

- ❖ A set of characteristics that distinguishes professions (Asheim 1978, Sapp 2002)
- ❖ powers that professions may or may not have (Freeman 1997)
- ❖ jurisdictions or areas of control professions secure or lose (Abbott 1988)
- ❖ profession's ideologies/values/images (Kipping 2011)
- ❖ professions and their roles in bureaucratic institutions (Abbott 1998)
- ❖ professions' roles in helping "the market" (Dilevko 2009; Kipping 2011; Wiik 2009)

Definitions of professionalism, according to Finn, Garner, & Sawdon, (2010) are extensive and disparate and most authors as indicated above list numerous and diverse attributes. For instance when Melvil Dewey while speaking about his profession avers that "*the time has at last come when a librarian may, without assumption, speak of his occupation as a profession*" little did he know that the struggle for professionalism that he had begun would continue today. According to Osman (1995), our current understanding and usage of the term may be traced back to 1915, when Abraham Flexner proposed the following criteria as a basis for deciding whether social work qualifies as a profession:

- (i) Intellectual, which entails personal responsibility for decision-making and judgment.
- (ii) It was learned because the exercise was based on a considerable body of knowledge that could be transmitted down from practitioners to students from generation to generation.
- (iii) Practical in the sense that a body of knowledge is put to good use for the benefit of others.
- (iv) Organized into practitioner associations
- (v) Characterized by idealism that, in theory if not in practice, elevates the profession's goals and practices above the pursuit of profit.

Since then other exponents have contributed to defining a profession or who a professional person is. Elias (1964) cited by Umunna, (2010) defines 'profession' as

"an occupation which demands highly specialized knowledge and skill, acquired at least in part by courses of a more or less theoretical nature and not by practice alone, tested by some form of examination either at a university or some other authorized institution and conveying to the persons who possess them considerable authority in relation to clients".

The essential elements that colour and define a profession as Osman, (1995) enumerates includes:

- (i) Having a professional knowledge base that includes theories, procedures, and skills, particularly of a multidisciplinary type.
- (ii) A formal education and practice system that is long enough to allow mastery of theories and practices. Continuing education programs should be included in the system, as well as a focus on research and publication.
- (iii) Have a service ethic that prioritizes the well-being of society before personal wealth.
- (iv) Be governed/regulated by a Code of Ethics in order to ensure accountability in the execution of duties.
- (v) Maintain professional standards in all areas, such as job standards, educat-

ional standards, personal integrity, and so on.

- (vi) Become a member of a professional organization.
- (vii) Professional standing that is legally and publicly recognized.

A profession can be defined as a reasonably well-defined occupation that meets a defensible set of professional requirements, whether those criteria are determined from a social construct, characteristic, or sociological standpoint. Every profession exists, sustains and flourishes on the basis of a range of competencies that it evolves for its practitioners. These competencies are the "interplay of knowledge, understanding, skills and attitudes required to do a job effectively from the point of both the performer and the observer". Griffiths & King (1985), talks of competencies in terms of three components as follows: knowledge, skills and attitudes. This includes academic discipline knowledge and understanding, as well as talents, moral values, and professionalism. The ability to do various psychomotor tasks and interact with others are examples of skills. Professional attitudes put the emotional commitment to professionalism and motivation to perform professionally at risk. Thus, competences are a person's existing and acquired ability to do his or her obligations effectively and efficiently. General principles on how to be a professional can be found in library literature, and they cover topics including library behavior, wardrobe and appearance, and service delivery approaches. On the image of librarians Tzu, (n. d.) states: "A good soldier is not violent. A good fighter is not angry. A good librarian is not proud or haughty. A good administrator listens to everyone. This is known as Professionalism".

A profession is defined in this study as a specific field of practice based on the theoretical framework of the science or knowledge of that subject, as well as the associated practical abilities. These characteristics are known as the Critical Success Factors (CSF's) of professional growth in management. Every profession, as a result, requires its own body of knowledge (theoretical underpinnings and specialized skills) as well as other distinguishing characteristics that set it apart from other professions and establishes its professional identity. Now who are the professionals and

are cataloguers professionals? Does librarianship possess the essential attributes of a profession? A professional person is defined by Nwosu (2013) as someone who provides competence and integrity of service based on a competent intellectual technique and an accepted code of conduct, according to the Monopolies Commission Report on the Supply of Professional Service 1970. According to Garmony, Tennant, and Winsch (2009), such a professional person helps clients to perform something that they are unable to do themselves, and clients will choose professionals based on their: -

- (i) qualifications (through which they are members of a profession)
- (ii) competencies and skills (including their knowledge and experience) and
- (iii) Trust/ethics (professionals will look after their clients' interests unlike in a commercial relationship).

The New Webster's Dictionary (2004) describes a professional as an expert, trained in a specialized body of knowledge, and certified competent to carry out the given profession's job.

A professional according to Lester, (2015) might be considered as a person, who embodies the idea inherent in 'profiteri' and makes proficient use of expert or specialist knowledge, exercises autonomous thought and judgment, and makes a voluntary commitment to a set of principles.

According to The Association of Collegiate Conference and Event Directors – International (ACCED-I, 2002) such competence is more than an “adequate knowledge of practice and procedures”. The Association further states that “competence goes beyond formal qualification to the sufficiency of the professional's knowledge (theory and process) and skill capability and to effectively represent the interests of the client and institution”. From the above discussions, it is clear to note that librarians are indeed professionals since it can be taken for granted that all the attributes mentioned above apply to them.

PROFESSIONALISM AND PROFESSIONALIZATION OF LIBRARIANSHIP IN NIGERIA

“The systematic accumulation of knowledge is essential to progress in any profession . . . however theory and

practice must be constantly interactive. Theory without practice is empty and practice without theory is blind (Cross, 1981)”.

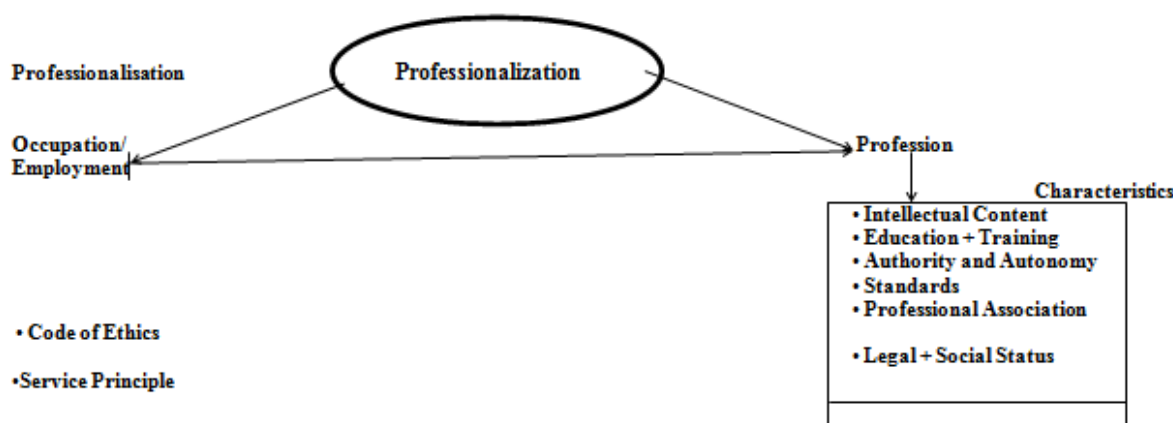
Not only is theory essential for the existence of librarianship as an academic discipline, it is vital to the practice of professional librarianship. The Merriam-Webster dictionary defines professionalism as “*the conduct, aims, or qualities that characterize or mark a profession or a professional person*”. Some scholars define professionalism as the understanding of obligations, qualities, interactions, attitudes, and role behaviors expected of professionals in regard to individual clients and society as a whole, according to Shafer et al. (2002). These definitions imply that professionalism entails a variety of characteristics that, when combined, distinguish and define a professional. The degree to which people of an occupation can make a living while regulating their own work, with a degree of autonomy and self-regulation, is the most basic measure of professionalism (Frelson, 2001). Professional literature on professionalism according to Osman, (1995) has shown that no profession can be totally professionalized, as the profession progresses along the path of professionalism, it can only get more professionalized. The process of professionalization, he further states, can also be applied to various aspects of. The profession at different levels and pace so that at any one time certain aspects of the profession can be more professionalized like cataloguing than the others. In order words, all occupations claiming to be professions do not achieve the same level of professionalization. Professionalization is defined by Carroll (1969) quoted in Opara (2010) states: “*that dynamic social process in which an occupation, or a feature of an occupation, like as its educational system, may be observed to change certain key traits in the direction of a profession, gaining more of the characteristics of an ideal sort of profession in the process. It aims to instill high standards of excellence in a certain area, set roles of conduct for collective control, and raise the area to a position of dignity and social stature*”.

Wikipedia (2012) on the other hand, defines it as the social process by which any trade or occupation transforms itself into a true “*profession of the highest integrity and competence*.” This procedure usually include

establishing appropriate qualifications, forming a professional body or association to regulate members' conduct, and separating competent professionals from unqualified amateurs. There are various steps a trade or profession must undergo in its bid at professionalization. According to sociologist Caplow, (1954) cited in Silva (2000) after the first three steps of professionalization (establishing an association, selecting a name to distinguish the profession from the occupation, and adopting a code of ethics), the fourth step is gaining “*public or governmental sanction to limit the chosen occupational title to persons who have met the requirements*” for practice. When this fourth step is undertaken, prerequisite training, the setting of standards,

and establishing legal sanction are concurrent developments. In Nigeria, these steps have evolved over time and professionalism for librarians connotes in addition to possession of a specialized body of knowledge and skills (requisite qualifications), membership of the Nigerian Library Association [NLA], registration by the Librarian Registration Council of Nigeria [LRCN] and their practice regulated by this statutory body for their benefits and that of society in general. In Nigeria, librarianship has progressively evolved and attained the aforementioned seven attributes even though Opara’s, (2010) study says it is only four.

Figure 1 illustrates the level of professionalism of the profession thus:



Adopted from Osman, (1995) *Professionalising the library profession through the library association.*

In the LIS literature, the role of the professional association in promoting the profession is widely established. The main activities of many professional associations are to promote the librarianship industry, organize training, provide specialist advice and information, research and publish, and provide networking opportunities for members. Kloss (1999) for example, notes that:

“The professional association exists to advance the standing of the members of the occupation or profession by setting educational and other standards governing the profession, advocating for public and private policies, aiding members in their professional development, and advancing professional practice through research and information dissemination”

In Nigeria, the NLA has since its establishment in 1962 served as the mouth piece of the profession until 1995 when the LRCN was established to provide legal status

for the profession. However the strength of these two bodies lies in their promotional roles. Both have been very successful in promoting continuing education (conferences, seminars, workshops, courses, talks and training) publications as well as registration of professional librarians. Equipping the Nigerian professional cataloguers with the skills and competencies required for the jobs of today and those of tomorrow is a strategic concern in the national growth and development outlooks of the country. Within the profession, required skills and competencies are evolving, as the knowledge content of production processes and services are rising. In addition to the professional skills mentioned, professional cataloguers of the 21st century must be equipped with a wide range of personal and transferable skills which include interpersonal communication, knowledge of cataloguing standards, and knowledge of bibliographic utilities in order to manage the changing environment in which they work. Skills and understanding in standards such as Dublin

Core, Hypertext Markup Language (HTML), and extensible Markup Language (XML), as well as project management experience, are also required.

SOME DISCUSSIONS

As Popadin (2013) points out, there is still a need for cataloguing, but it has evolved to involve “cataloguers” and/or “metadata librarians” who are adaptable, innovative, and inspired, with a broader set of talents than previously necessary, while remaining grounded in the profession's fundamentals. However, there appears to be a contradiction between the necessity for cataloguers' expertise in gaining access to new forms and the shrinking supply and value placed on professional cataloguers. Rodriguez (1992) stated nearly two decades ago, “*the paradox of cataloguing today is the growing importance of cataloguing and the declining importance of cataloguers.*” The query now becomes how libraries are dealing with the situation. Some have stated that the title “cataloguer” is becoming outdated, rather than the profession. According to Glasser (2007), “*the old cataloguing position is no longer required, and a professional move to a more general-technical occupation with a name derived from the digital era is underway*”. This transition cannot only be achieved through education and training, but also through professionalization. She also underlines the real-world position of cataloguers and cataloguing as thus:

“To meet the challenges of today's catalogue positions, cataloguers (sic) library students must develop a broader set of skills that, in addition to the traditional theory and practice of principles of bibliographic control and metadata standards, include management skills, computer skills, the ability to work in a team, flexibility, and, perhaps most important of all, a willingness and ability to learn and embrace continuous change”.

Cataloguers' roles have been altered in today's library environment. Their employment description consist of some standard cataloguing functions of a professional cataloguer as well as new responsibilities such as electronic resource maintenance, teaching, creating and maintaining digital repositories, and more recently Metadata Librarian. They come in various colors and colorations namely Digital Initiative Librarian, Library Information Technologist, E-Resource Librarian, and

more recently Metadata Librarian. This scenario is significant, and it may lead Park and Lu (2009) to conclude “that traditional cataloguing tasks and practices are still relevant and are being integrated with the metadata creation and electronic resource management activities that characterize metadata professionals' key roles in the digital environment”. Cerbo (2011) couldn't help but wonder if Osborn's prediction from 1941 might just be coming true in the early twenty-first century.

“Cataloguing does not need to call for so much craftsmanship. In point of fact, the less a cataloguer is a craftsman pure and simple, the more room there is for him to be just an excellent librarian”.

Cataloguers are good librarians, as Cerbo continues to say, and will remain good librarians in the future. As a result, the transformation of cataloguing from a craft to a business is critical to its future success. Tillett (2004) says concisely in his abstract what cataloguing will be in the future:

“In the future, we shall catalogue in a different way, while preserving the best of basic cataloguing principles and the advantages of authority management. Our tools will improve not only future catalogues, but also future information retrieval systems”.

CONCLUSION AND RECOMMENDATIONS

Education is a significant component of professionalizing cataloguers for the 21st century work place. It is fundamental in developing professionalism as it promotes alternate or improved ways of conducting business and one self. The need for ongoing professional development is now well-established, both from the perspective of service quality and from that of personal career development and marketability. The NLA and LRCN as professional associations have highlighted that education plays an important role in updating skills leading to the professionalisation of 21st century cataloguers. As previously stated, the necessity for professional, well-educated cataloguers is driven by the desire to handle the issues that librarians face in the twenty-first century. Professional catalogers must consequently develop the ability to create what Barnett (2000) refers to as a “reflexive biography” in order to meet the current and future problems discussed here.

Cataloguers are always on the lookout for new information. While knowledge of languages, subjects, and formats will remain crucial, cataloguers will need to stay on top of a slew of developments affecting every part of their jobs, from the software and hardware that underpins their work to classification and indexing theory. Over the next five years, we expect the notion of cataloguing to shift from "generating MARC records" to something more akin to "producing metadata in varied contexts" (Marcum, 2006). Accurate, full, and structured information will be required in each of these resources in the evolving information environment, in which the MARC catalogue is one of many resources working together to support a user's information demands. Perhaps, as Buttlar and Garcha (1998) point out, that *"the word professional cataloguer will have to be replaced by another phrase or title that encompasses a wide range of future cataloguer activities"*. Because the typical roles of managers become critical to the success of arranging a collection of bibliographic objects, professional cataloguers will need to be effective managers. Cataloguers must transition from a reactive to a proactive paradigm by being at the forefront of innovation, rather than being perceived as just implementers of cataloguing standards, if cataloguing is to continue as a profession. There is no time or place for compliance. As Tennant (2006) puts it, the 21st-century cataloguer "will one day be a software-enabled professional who can aggregate, subset, standardize, and enrich mounds of records for a given audience or purpose." Cataloguers will be critical in resolving the many issues that libraries face in the twenty-first century, as well as the overall administration and arrangement of information.

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