
More than just the cover has changed in the sixth edition of A Research Guide for Undergraduate Students by Nancy L. Baker and Nancy Huling. Baker received her AMLS in 1973 and is currently a librarian at the University of Iowa. She has served on the Board of Directors of the Association of Research Libraries, Chair of the University Library Section of ACRL and is an active member on several ALA committees. Huling received her degree in 1973 and is currently the Head of the Reference and Research Services Division at the University of Washington Libraries. Huling served on the QuestionPoint Collaborative Reference Service Advisory Board and is active in the Reference and User Services Association.

Although the guide concentrates on secondary sources, it also includes a chapter on the importance of identifying and establishing primary sources. The authors walk the reader through the rudimentary use of online catalogs, while explaining the use of keyword, subject, browsing, and the importance of limiting searches. The authors define the difference between popular, peer-reviewed, or refereed journals, along with the six criteria for evaluating a Web site’s value as an authoritative resource. Baker and Huling gently guide the reader through the use of literature databases with explicit step-by-step instructions on search techniques. Other added features include an appendix with over 70 annotated reference sources for English and American literature, along with several suggestions for bibliographic tools to assist the student with citation formation.

The authors have expanded the content of the 6th edition by adding new chapters that highlight searching the Web (the difference between using official or “fan” based Web sites), one-stop shopping (linking databases), and managing citations. This guide to research is geared toward the undergraduate university student. However, because it is clearly written, easy to read, concise with excellent instruction for online catalog and database use, it would also be a good resource for a high school or public library as well as tertiary institutions. I highly recommend this guide as an important tool for the student who is performing research.

Judith A. Wolfe
322 Love Library, University of Nebraska-Lincoln
Lincoln, NE 38588-4100, USA
E-mail address: jwolf1@unlnotes.unl.edu

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Education for Library Cataloging: International Perspectives

Twenty-two articles from authors representing 20 countries in Africa, Asia, Australia, Europe, Latin America, and the Middle East inform us of how catalogers are educated in
library schools and through continuing education. Most lag behind the United States and Great Britain in technology and thus still emphasize cataloging as a required course for all LIS students who learn to create manual records rather than using online systems. The levels of education for specific tasks is enlightening, with some countries’ regimentation displaying their cultural proclivities to stay in one job for life, thus de-emphasizing continuing education or improvement toward promotion or job change.

A few of the articles suffer from stilted translations into English but not enough to hinder their understandability. Some authors are apologetic that their programs lag behind current technological practices, but these are the ones who still regard cataloging as a required course or courses for all graduates—some at the bachelor’s level and other at the master’s level. The lack of technology demands a stronger foundation in cataloging principles because all work is original rather than mostly copy cataloging. These students also learn the cataloging rules for their cultural materials in their native language and script plus the international and Library of Congress rules in English.

Many programs teach librarianship at the undergraduate level, rather than, or in addition to, the master’s level. Four years of undergraduate coursework affords these LIS students a solid grounding in practical applications; the master’s level is often reserved for those students intending to do research, and the doctoral level is for those who aspire to teach librarianship.

Because of the large number of articles, there is, by necessity, repetitiveness to some of them, especially when the essay consists of lists of universities that offer LIS courses, the names of the courses, and credit hours for each. The overall picture, however, gives us a snapshot of the state of cataloging education outside the English-speaking world. It is at once heartening to see the strong emphasis on cataloging yet worrisome that this is the case mainly because many of the countries lack the funding to go the technological route. And when they do catch up, will their library schools sweep cataloging into the dustbin of irrelevance as they grab the shiny brass ring of technology?

Despite the lack of a concluding chapter from the editors that would have provided an overview and placed the articles in context with each other, the book joins Education for Cataloging and the Organization of Information: Pitfalls and the Pendulum edited by Janet Swan Hill (Haworth Information Press, 2003) as two fine arguments for the need for cataloging education worldwide and is recommended for academic libraries.

Susan Hamburger
126 Paterno Library
Pennsylvania State University
University Park, PA 16802, USA
E-mail address: sxh36@psulias.psu.edu

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