

for public institutions. Varlamoff also looks at what we will preserve in the future, how we will preserve those materials, and who will preserve them and where.

Overall, this book is useful to both veterans of preservation and those new to the field. The essays included strike a good balance between theory and practice. Readers with some prior knowledge will benefit more from a couple of the chapters, including Teygeler's essay about paper preservation, which has a more technical tone to it than most of the essays. Other chapters, such as that by Schuller on sound recordings, are straightforward enough to require no prior knowledge. The collection gives a good overview of the issues facing preservation today and where the field is headed.—*Mary Ellen Starmer (starmer@utk.edu), University of Tennessee, Knoxville*

***Education for Cataloging and the Organization of Information: Pitfalls and the Pendulum.*** Ed. by Janet Swan Hill. Binghamton, N.Y.: Haworth, 2002. 398p. \$79.95 cloth (ISBN 0-7890-2028-9); \$49.95 paper (ISBN 0-7890-2029-7). Published simultaneously as *Cataloging & Classification Quarterly* 34, nos. 1/2 and 3.

This is the third special issue of *Cataloging & Classification Quarterly* (CCQ) devoted to cataloging and technical services education, the previous two having appeared in 1986 and 1993.<sup>1</sup> Chronologically between them can be found two other collections of essays on training and education for cataloging, both published by Greenwood Press and edited by the present volume's editor and one of its contributors.<sup>2</sup>

Time for an update, it would appear, especially since closer examination reveals that only the 1986 CCQ special issue can be said to claim the same topical scope as the present volume. The 1993 collection covers

all areas of technical services with no unusual emphasis on cataloging, while the books from Greenwood focus at least as much on recruiting and training as on graduate-level education. Even the 1986 collection concerns itself much more with on-the-job training than the present volume. Consequently there is an intensity of focus that, combined with a size twice that of the 1986 collection, allows a wide-ranging and in-depth look at the issues facing cataloging education.

*Education for Cataloging and the Organization of Information* is helpfully organized under four rubrics: "A Matter of Opinion," "The Context," "Education for Specific Purposes," and "Alternatives for Instructional Delivery." "A Matter of Opinion" encompasses four essays that consider cataloging as a discipline, its continuing importance within librarianship, and the perceptions of it that affect education and recruitment. The authors—Michael Gorman, Sheila Intner, Heidi Lee Hoerman, and Robert P. Holley—are among the best-known writers and thinkers in the field, and they do not disappoint. Gorman, in his distinctive polemical style, identifies penny-pinching administrators and artificial-intelligence visionaries as the chief enemies of cataloging while stoutly asserting its central place in librarianship. Hoerman, by contrast, exposes the gulf between how catalogers view their work and how library users and other librarians see it. Intner and Holley focus on education, with Intner analyzing three particularly contentious issues in cataloging education and Holley offering suggestions for making the teaching of cataloging more engaging to the student. This is the shortest of the book's four sections, yet for many readers it will constitute the meat of the volume, even if the arguments and suggestions presented are largely familiar; such changing circumstances over the past decade as the rise of networked electronic resources and

the near-disappearance of cataloging course requirements in master's programs have forced the reconsideration and evolution of old disputes.

The next section, "The Context," examines the present environment of education for bibliographic control. Contributions include a brief presentation of Association of Research Libraries data showing a long-term decline in professional staffing for cataloging, along with reports of two surveys suggesting that both library educators and library-school graduates tend to believe that cataloging skills are important for all practicing librarians. These provide valuable information, but of greater interest are "A New Look at US Graduate Courses in Bibliographic Control," a comprehensive survey of curricula and analysis of relevant research literature by Daniel Joudrey, and Jerry Saye's analysis of the decline of the place of cataloging in library education. Joudrey's thorough and wide-ranging study notes a decline in traditional cataloging courses and requirements since the 1980s but a concomitant growth in information-organization and cataloging-of-non-book-formats courses, and finds a surprising stability of the place of bibliographic control in the curriculum, given the pressures of the operating environment: "Despite the beliefs of many library administrators and LIS educators, the reports of the death of cataloging are greatly exaggerated" (90). Saye takes a longer time perspective and sounds a more pessimistic note: "There can be no doubt that the perception of cataloging as an essential knowledge requirement for graduates of our master's programs has taken a serious decline" (132). He examines the forces pushing for de-emphasis and concludes that libraries will need to take much more responsibility for teaching librarians about bibliographic control.

The two remaining sections offer an assortment of essays and reports

on specific concerns. The somewhat misleadingly titled "Education for Specific Purposes" section provides treatments of education for subject cataloging, authority control, and electronic resources metadata, but also a guide to practical job skills for catalogers and a discussion of using format integration as an organizing principle in teaching cataloging; this last item, with its focus on curricular design, would have fit at least as well in the final section, "Alternatives for Instructional Delivery." "Alternatives," as it happens, is the most variegated and least weighty section of the book, spotlighting an array of contexts and approaches, including online mentoring, distance education, regional institutes, metadata training for non-catalogers, and electronic discussion lists. It also presents a review by Gertrude Koh of instructional innovations in the library-school setting, followed by two descriptions of her Internet-based use of working catalogers as mentors for her own students at Dominican University—the first by herself, the second by several of her students.

The range of this volume is impressive; philosophical and historical discussions are well-represented, as are practical advice and concrete examples. The contributions are, for the most part, well-organized and artfully arranged. The first half of the book effectively updates earlier discussions of the state of cataloging education, while the second half breaks new ground by offering a well-rounded review of specific aspects

## Reviewers

I would like to recognize and say a special "Thank you!" to the following who have provided book reviews for the July 2003 through December 2004 issues of *Library Resources & Technical Services*. Others who are interested in preparing reviews are invited to get in touch with me at <eswanson@qwest.net> or <swans152@tc.umn.edu>.—Edward Swanson, *Book Review Editor*

Robert Alan, Pennsylvania State University; Tamika Barnes, North Carolina State University; Julia C. Blixrud, Association of Research Libraries; Mou Chakraborty, Nova Southeastern University; Christine L. Ferguson, Mississippi State University; Betsy Friesen, University of Minnesota; Margaret Kaus, University of Tennessee; Betty Landesman, National Institutes of Health Library; Patrick Le Boeuf, Bibliothèque nationale de France; John Leslie, University of Mississippi; Shirley Lincum, Western Oregon University; Bernadette Lopez-Fitzsimmons, Manhattan College; Rice Majors, Lewis and Clark College; Steve McCann, North Carolina State University; I. C. McIlwaine, University College London; John McIlwaine, University College London; David Miller, Curry College; Rebecca L. Mugridge, Pennsylvania State University; Kerry Peterson, North Carolina State University; Eileen Quam, Minnesota Dept. of Administration, Office of Technology; David Reser, Library of Congress; William J. Wheeler, North Carolina State University; Gregory Wool, Iowa State University

of the topic. In short, *Education for Cataloging and the Organization of Information* has much to offer anyone interested in either the present state of cataloging education or the future of cataloging.—Gregory J. Wool ([gwool@iastate.edu](mailto:gwool@iastate.edu)), *Iowa State University, Ames*

## References

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McAllister-Harper and Benjamin F. Speller Jr., eds., "Education for Technical Services: Putting Theory into Practice for the 1990's," *Cataloging & Classification Quarterly* 16, no. 3 (1993).

2. Sheila Intner and Janet Swan Hill, eds., *Recruiting, Educating, and Training Cataloging Librarians: Solving the Problems* (New York: Greenwood, 1989); Sheila Intner and Janet Swan Hill, eds., *Cataloging: The Professional Development Cycle* (New York: Greenwood, 1991).