

to use. The second chapter is a detailed discussion of the cataloging process and types of cataloging, from straightforward copy cataloging to creating original records.

Bibliographic description is the focus of chapters 3–7. Fritz introduces each chapter with a list of “Cataloging Steps” for the type of material and then presents, in tables arranged by MARC field, detailed guidelines for searching, matching records, editing records, cataloging different editions, and original cataloging. Guidelines for both USMARC and OCLC records are included. The *AACR2R* rules are clearly paraphrased, but if the rule is too complex to be safely paraphrased, Fritz refers the reader to the cataloging rule itself. She places her own hints for cataloging and coding in brackets to distinguish them from those taken from official sources. The MARC tables, or “cheat sheets” as Fritz calls them (p. 3), are quick reminders of basic information for each field: repeatability, indicators, subfields, end punctuation, LC and OCLC input standards, cataloging rule numbers, prescribed sources of information, and related fields. Each chapter includes a list of specific tools, beyond those listed in chapter 1, that are useful in cataloging that type of material. Several chapters include additional information tailored to the type of material. The “Books” chapter includes discussion of CIP (Cataloging-in-Publication) and large-print books. In “Serials,” the editing sections are divided into “Same issue” and “First-Later issues” to provide guidance when the item in hand is not the one described in the bibliographic record. “Videorecordings” concludes with a Video Viewing Notes worksheet.

Chapter 8, “Tags,” constitutes almost half the book. All fixed and variable field tags from the Leader to the 830 field, including the 049 field for OCLC local holdings and 09X for locally assigned call numbers, are listed. The tables of fixed field codes, arranged by USMARC character position, include OCLC and Bibliofile labels, a blank space for local system labels, and a helpful column of related MARC fields. Each variable field is presented with the applicable *AACR2R*

rules and Library of Congress rule interpretations (LCRIs). Chief source, repeatability, LC and OCLC input standards, indicators, subfields, and end punctuation are listed in “cheat sheet” tables with each field.

Chapter 9 covers choice and form of name and title access points, based on chapters 21–25 of *AACR2R*, but limited to those access points applicable to books, computer files, serials, sound recordings, and videorecordings. Each type of access point is linked to applicable cataloging rules, LC rule interpretations, and MARC tags.

The chapters on bibliographic description and the “Tags” chapter include many of the same details, such as MARC indicators, subfields, input standards, and end-of-field punctuation, first in the context of the cataloging process and then in relation to the parts of the bibliographic description. In addition, Fritz provides ready-reference access, in appendixes, to MARC indicators, end-of-field punctuation, and sources of information for the bibliographic description.

The subject of these two books is the same, but their approaches to the topic and their potential uses are very different. Deborah Byrne’s *MARC Manual*, a thorough introduction to the MARC format, can be used as a reference tool or a textbook. In *Cataloging with AACR2 and USMARC*, Deborah Fritz assumes a knowledge and understanding of MARC and focuses on the relationship between MARC coding and *AACR2R* cataloging rules. As a tool designed for the practicing cataloger, this book would be even more useful if it were available in electronic form, for installation on catalogers’ workstations.—*Judith Hopkins (ulcjh@acsu.buffalo.edu), State University of New York at Buffalo*

Research Misconduct: Issues, Implications, and Strategies. Ed. Ellen Altman and Peter Herson. Contemporary Studies in Information Management, Policy, and Services. Greenwich, Conn.: Ablex Publishing Corp., 1997. 206p. \$37.50 (ISBN 1-56750-341-1) LC 97-18061.

Ideally, research is conducted in an environment based on honesty and trust. Peer review and replication of results make the research process self-correcting, so that the validity of research results is assured. In this book, Altman and Hernon note that this ideal process sometimes fails. They present a detailed discussion of research misconduct, with a case study of faculty and student perceptions of misconduct and an experiment using a falsified research paper. The book is unique in its library perspective; the editors focus throughout on the implications of research misconduct for library collections and services, advocating that librarians take a proactive stance to prevent distribution of false or misleading information.

Altman begins with an examination of the difficulties in defining research misconduct. Common elements of most definitions are plagiarism, fabrication of data, and falsification of results. While the most newsworthy misconduct often involves medical research, the problem occurs in all areas of the natural sciences, social sciences, and humanities. By the time an article survives the peer review process, it has earned a reputable stance in the academic community. Peer review, however, is not infallible; reputable journals have published falsified documents. The extent to which misconduct occurs is unknown, because few people willingly admit to fraud and because the exposure of fraud in scientific and scholarly research is usually handled with discretion.

Peter Hernon and Laura R. Walters report on a study done at Tufts University, where they used a questionnaire to explore faculty and student awareness of research misconduct. Their results indicated that neither faculty nor students usually considered the possibility of research misconduct when using library resources, though students were somewhat more likely than faculty to trust printed resources in library collections. Faculty members tended to assume that students had developed sufficient critical thinking skills through their academic experiences, but most students indicated that they did not question the validity of the material they use.

Hernon and Philip J. Calvert describe their experiment designed to explore multiple perspectives on research misconduct. They developed a research paper based on fabricated data that they distributed to library school students, librarians, professors, and deans to read and critique. The participants were then told of the false nature of the document and debriefed in focus groups about their thoughts and reactions concerning the paper. Finally, the authors distributed the paper to journal editors, informed them of the falsified data, and requested feedback on whether the paper appeared suitable for publishing, after revision.

A common theme of the student reactions was the helplessness they felt upon learning of fraud. Librarians also expressed a sense of helplessness, stemming from the breach of their trust in the publishing process and in the reputation of journal titles or publishers. The deans and professors expressed belief in the self-correcting nature of the research process; correction may not occur quickly, but eventually the errors would be discovered and the necessary revisions made. They also noted that efforts to expose a relatively few cases of fraudulent research would not be cost-effective. Though the journal editors recognized weaknesses in the article and suggested revisions, they agreed that the article was likely to be published eventually.

Focusing on the role of librarians, Hernon notes that library users need critical thinking skills and information literacy to be able to use both print and electronic resources effectively; and Walters shows how bibliographic instruction can increase awareness about research misconduct. Researching critical reception by tracking reactions to a research document through citation searches and reviews encourages library users to develop a fuller frame of reference and a healthy skepticism about research results. They learn that misconduct is difficult to detect and that the retraction may not be linked directly to the falsified document.

Most library users believe that information found in a library must be correct, but Altman points out that factual correctness

is not a standard element of library collection development policies. Librarians have traditionally seen themselves as impartial intermediaries between resources and users, but should the principle of objectivity in regard to expressions of opinion also apply to falsified facts? Altman shows that librarians' responsibilities are evolving toward greater accountability for the information they provide. She discusses methods that have been used in some medical libraries to notify users about retractions, e.g., stamping a statement near the title of the article indicating that a retraction is available at the library's information desk, or writing the citation of the erratum or retraction directly on the article. Unlike bibliographic instruction or collection development efforts to deal with research misconduct, these actions by librarians raise concerns about the labeling of documents, which catalogers avoid as a matter of principle. The problems of whether and how to incorporate value-based information such as research retraction statements into bibliographic records have yet to be solved. According to Altman, including a

retraction or correction is not labeling; it is a value-added service that allows library users to make more informed judgments about the document. Adding value to information is a key function of the library profession; the need for value-added services will grow as accuracy of data becomes more difficult to ascertain in the electronic information environment. The authors of this book believe that librarians can and should participate actively in establishing procedures and standards for documenting research misconduct.

The book includes several useful appendixes: reviews of publicly discussed cases of scientific misconduct, a selected list of journals and monographs that include research by individuals implicated in misconduct, suggested resources for investigating research misconduct incidents, and references to codes of ethics from professional societies. There is also an extensive bibliography, a useful resource for further research on this important issue.—*Terry L. Kirchner (tkirchner@nypl.org), General Research Division, The New York Public Library*

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