

Education for library cataloging: International perspectives.

Ed. by Dajin D Sun and Ruth C Carter.

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This is the book version of *Cataloging and Classification Quarterly* 41(2), 2005 and 41(3/4), 2006.

This book focuses on global perspectives of education for cataloguing against the backdrop of the growing need and demand for international cataloguing standards and cooperation. The education and training of cataloguers in 6 countries (in alphabetical order) is represented in 22 papers written by lecturers and practitioners who reflect on the current developments, trends and critical issues in cataloguing. The American cataloguing issues were excluded as it was previously covered by Janet Swan Hill in *Education for cataloging and classification and the organization of information* (The Haworth Press, 2002).

Three papers on the cataloguing education and training in Botswana, Nigeria and South Africa (distance education through UNISA) represent Africa. Five papers from China, India, Japan and South Korea cover the Asian continent. Two papers focus on the Australian training; while Europe is represented by five papers from Austria, Germany, Spain, the Alps and the British Isles. Three papers deal with the professional training of cataloguers in Latin America, and the remaining four articles on their education in the Middle East.

The IFLA standards for Library Schools of 1976 regard cataloguing and classification as core subjects in a Library and Information Science curriculum. All of the papers' findings confirm that cataloguing and classification are still regarded as necessary requirements (despite the de-emphasis of mandatory subjects in library education). This is because cataloguing is still relevant to professional practice and has a high value in the development of the individual. The notion that cataloguing is no longer relevant in the Library Science curriculum and, as a result, should be dropped has thus been refuted.

The majority of the papers looks at the position of cataloguing courses in the curriculum (core versus elective subject), the contents of the cataloguing courses in the various qualifications at the specific training institutions in the six continents (undergraduate as well as postgraduate), the changes that Library and Information Science curricula had undergone, as well as the adjustments to incorporate computer applications in cataloguing.

The digital divide (with reference to computer application in cataloguing) is very apparent, as some papers state that their practices are still manually oriented, while others are about to develop online, fully interactive courses and are moving to online, virtual cataloguing classrooms. The general training in cataloguing and classification is thus based on traditional classroom instruction followed by hands-on practice.

Topics raised that the various training units are currently facing and still have to grapple with include: the organization of electronic resources; metadata for which the framework and standards still have to be developed and decided on; and, in-service training and continuing education for cataloguers.

The authors in this book have succeeded in presenting their various case studies and curriculum overviews in a writing style that is easy to comprehend with logical subheadings, plentiful tables and charts to illustrate trends.

This book is an excellent source for lecturers in cataloguing courses as they will be able to determine continental similarities and differences. Furthermore, they will be able to glean the curriculum issues faced by fellow cataloguers, as well as political, historical, cultural and linguistic issues that may have an impact. Comparison of one's own cataloguing teaching practices with those case studies presented in the book will be possible for local cataloguing educators. This publication will also benefit the postgraduate student in Library and Information Science, and interest practitioners in cataloguing and classification.

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