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Fall 1-1-1998

### Ruth C. Carter's Education and Training for Catalogers and Classifiers (book review)

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#### Recommended Citation

Ellen T. McGrath, *Ruth C. Carter's Education and Training for Catalogers and Classifiers (book review)*, 28 RQ 128 (1998).

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*Education and Training for Catalogers and Classifiers*. Ed. by Ruth C. Carter. *Cataloging and Classification Quarterly*, v.7, no.4. New York: Haworth, 1987. 195p. \$32.95 (ISBN 0-86656-660-0). LC 87-8535.

This collection of twelve essays was also published as an issue of the journal *Cataloging and Classification Quarterly*. The selection of articles is balanced, with five contributed by educators and the remainder by practitioners and administrators. The collective opinion seems to be that the need for catalogers is definitely not diminishing. On the contrary, the responsibilities of catalogers are becoming more diverse and increasing in importance due to the proliferation of local automated systems. Consequently, the issues of education and training for future catalogers assume added significance.

The book begins with essays on library education and continues by treating the topic of on-the-job training, thus describing the normal progression from student to professional. There is also a presentation of the results of a survey of cataloging courses offered by library schools in the "Cataloging News" section at the end of the volume. A basic theme persists throughout the majority of these articles, namely, that a conflict exists between theory (also referred to as education) and practice (or training) in the teaching of cataloging. With theory generally preceding practice, the consensus is that both are essential and that a careful balance of the two is most beneficial. On-the-job training then builds upon the solid foundation of education.

The work achieves its purpose of examining the present state of affairs pertaining to the education and training of catalogers. In the process, it serves to stimulate thinking about these subjects and paves the way for authors of similar works to take the next step by proposing methods for attaining the optimal balance between theory and practice.

The book is recommended for all students and members of the profession who possess an interest in cataloging. The specific examples of teaching methods will be of value to educators, while the description of training programs will prove helpful to practitioners involved in that area. Even public services librarians may be inter-

ested (or possibly alarmed) to read the accounts of the decentralization of cataloging departments at two academic libraries, which resulted in the training of public services staff to perform cataloging functions.—*Ellen McGrath, Cataloger, Charles B. Sears Law Library, State University of New York—Buffalo.*