well to own a copy. but this reviewer, a great fan of libraries and their history, cannot recommend it for other collections or purposes.—*Judith Segal, Western Washington University.*

Rehman, Sajjad ur. *Preparing the Information Professional: An Agenda for the Future.* Westport, Conn.: Greenwood Pr. (*Contributions in Librarianship and Information Science*, no. 93), 2000. 192p. $57.50, alk. paper (ISBN 0-313-30673-7). LC 99-462056.

In the past two decades, there has been a great deal of interest in, and concern about, education for librarians in the United States. After fifteen (almost 25% of the total) of the library and information science (LIS) schools closed between 1978 and 1993, many of the remaining schools made changes in their curricula and their emphases, often resulting in the ALA-accredited master's degree becoming just one of several programs being offered. This restructuring of LIS education has been met with misgivings by many in the profession, resulting in a sharply defined difference of opinion between some practitioners and educators about what LIS schools should be doing to prepare librarians of the future.

Many practitioners think that LIS educators are not interested in what practicing librarians want and expect from the schools, especially in terms of requiring courses in core competencies such as cataloging and in producing new librarians who will work in areas where there are national shortages. The dropping of the word *library* from the names of some of the schools also is seen by many practitioners as a signal that the schools are disassociating themselves from the library profession. On the other hand, many educators feel that practitioners are unaware of the competitive reality of contemporary higher education and unrealistic about what they expect from graduates emerging from what are still primarily one-year master's programs.

So over the past few years, there has been a great deal of discussion about LIS education. The ALA-sponsored Congress on Professional Education in the spring of 1999 and a large number of periodical articles have addressed different aspects of this topic, but the focus has almost always been internal, looking only at LIS education in the United States and Canada. In *Preparing the Information Professional: An Agenda for the Future,* Sajjad ur Rehman, professor of Information Science at Kuwait University, provides a more comprehensive global view of LIS education. The major purpose of his book is to provide a rationale and a methodology for taking the demands of individual LIS markets (determined primarily by the surveying of library managers) and using them to shape LIS curricula, both in graduate and undergraduate programs. Rehman discusses three groups of LIS schools: those in North America; those in the United Kingdom and Australia; and those in three groups of developing nations, South Asia (including Bangladesh, India, and Pakistan), Arabian Gulf nations (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates), and East Asia (Malaysia and Singapore).

The book falls naturally into three sections. The longest, the first seven chapters, is devoted to a description of the concept of competency-based education, a review of the literature of its use in the LIS field, and a description of a study done in Malaysia in the mid-1990s. This study asked Malaysian middle- and top-level library managers to identify the knowledge and skill competencies they wanted to see in entry-level librarians in academic, public, and special library settings. The competencies desired in each of these settings are described in separate chapters that compare the findings of the Malaysian study with the results of studies from other places.

The second section of the book describes a study that looked at the perceptions of senior library managers in different types of libraries in the Arabian Gulf region. The managers were asked to differentiate between the competencies and educational preparation of parapro-

fessional and professional library workers. The size of the sample in both of the studies was small, but the results are interesting and surprisingly similar to a number of studies that have been done on these same topics in the United States. Perhaps the competencies desired in information professionals do not reflect cultural differences as much as one might expect.

The final chapter of the book takes these two studies and builds on them a discussion of the differences in LIS education as found in North America, the U.K., and various developing nations. This section of the book provides a good description of LIS education in various parts of the world but falls short in providing strategies for improving education for the future. Rehman argues that the profession needs to use employer perceptions and demands for competencies to provide direction for shaping the preparation of professionals in the future. He realizes that there is no one "right" way to reshape LIS education and that each institution has to respond to local conditions. As he points out, there are vast differences between LIS education found in North America and that found in other parts of the world.

The last section attempts to do too much in too few pages; the agenda setting for the future has been made secondary to the description of existing programs. It also would have been helpful for Rehman to discuss how the framework of using employer perceptions and competency data can be used to shape a model curriculum in a specific setting, perhaps in Malaysia or the Arab Gulf because the two studies that are key to developing the framework were done in those locations.

The book is useful because the studies described provide a methodology for gathering employer perceptions; perhaps there would be greater consensus in the views of LIS educators and practitioners in the United States if more of the LIS schools had attempted to survey library managers to find what type of competencies and skills they wanted in new graduates. Although ALA-accredited schools typically gather such data as part of the accreditation process (if not more frequently), too few of them follow up and tell the employers how the data are being used. Surveys such as those described by Rehman could be useful in improving communication between the schools and the practitioner community.

Preparing the Information Professional provides an interesting overview of the similarities and differences in LIS education across the world. In the future, as we move into a global society, we all need to look for opportunities to learn from other societies, and cross-cultural studies such as this one will become more useful and pertinent.—*Barbara B. Moran, University of North Carolina-Chapel Hill.*

Saving the Time of the Library User through Subject Access Innovation: Papers in Honor of Pauline Atherton Cochrane. Ed. William J. Wheeler. Champaign, Ill.: Graduate School of Library and Information Science, Univ. of Illinois, 2000. 217p. $30 (ISBN 0878451080).

In this living Festschrift, nine appreciative and admiring students and peers laud the achievements and explore the influence of Pauline Atherton Cochrane, for nearly fifty years a leading teacher and theorist in cataloging, indexing, and information access.

Potentially significant observations about free-text searching hazards, access-limiting AACR2 strictures, SAP (Subject Access Project)-inspired record augmentation, controlled versus "natural" vocabularies, paralyzing adherence to "*petit point*" cataloging rules, user involvement in information system design, relevance feedback, and the necessity for human indexing as examples, are made by Robert Fugmann, Eric H. Johnson, Vinh-The Lamm, and Donald J. W. King, among others. Unhappily, some contributions seem excessively long and much of the prose (with the joyful exceptions of Bjorn Tell's "On MARC and the Nature of Text Searching" and Raya Fidel's "User

Centered Approach") is virtually unreadable, written in impenetrable infoscispeak (e.g., "The problems in processing the infinitely large multitude of nonlexical expressions are insurmountable for any mechanism, when the satisfactory autonomous processing of them is the goal").

Of all the selections, Karen Drabenstott's lucid, logical, and practical "Web Search Strategies" may be most valuable to information desk librarians and other Internet users.

Curiously and unfortunately absent are ideas and actual examples of how to simplify and improve information access in typical public, school, and academic libraries. Also missing is the recognition that most such institutions are wholly and traditionally dependent on "outside copy" from the Library of Congress and vendors (including library networks), that this copy is frequently flawed and dysfunctional, and that the library and information science profession appears totally immobilized about actually improving the situation (for example, devoting more staff and resources to critical copy revision and enhancement, as well as dynamic subject heading reform, cross-referencing, and innovation at local and network levels, in tandem with efforts to correct and reinvigorate the cataloging operation at LC and make governing codes, such as AACR2, more

user-friendly and less mystifying). Contributors further neglect the fact that some obviously needed and recommended changes in cataloging and indexing have been undertaken on a serious, consistent basis—not merely as one-shot experiments—at systems such as Hennepin County in Minnesota and in book indexes such as those for the biennial *Alternative Library Literature* (McFarland). Indeed, a whole chapter deals with the benefits of including more searchable and content-clarifying notes in bibliographic records, which HCL has rigorously and successfully done for almost two decades. And those notes have not been mindlessly and completely "scanned in" but, rather, fashioned by individual catalogers who exercise their intellect and judgment in deciding what may or may not be of genuine utility.

Given that indexing and retrieval are major book themes, the index itself should have been outstanding. Although better than most, it lamentably lacks many whole entries and contains incomplete citations for others.

Finally, and inexplicably, for a work dealing in part with cataloging and emanating from an eminent library school, there is no cataloging-in-publication (CIP) entry or LC control number.—*Sanford Berman (formerly employed by Hennepin County Library).*

White, Herbert S. *Librarianship: Quo Vadis?: Opportunities and Dangers as We Face the New Millennium.* Englewood, Colo.: Libraries Unlimited, 2000. 399p. $65 (ISBN 1-56308-807-X). LC 00-041219.

Herbert White is an intellectual bruiser, an *agent provocateur*, a deep thinker, and a man who cares about librarians and libraries right down to his boots. Were he ever up for confirmation before a congressional committee, his voluminous writings probably would lead to his being "borked" because there is enough in those writings to convict him of every conceivable offense against the common wisdom and the party line.