

**PETERS, Diane E. *International students and academic libraries: A survey of issues and annotated bibliography*. Lanham: Scarecrow Press. 2010.**

**218 pages. ISBN 978-0-8108-7429-9. £34.95.**

Peters' book is well structured in that it starts with an extensive chapter outlining the issues featured in literature on international students in the context of academic libraries. This chapter provides the reader with context and background on the subject, followed by a thematic annotated bibliography of 591 references dating from 1940 – 2008. One can navigate around the bibliography by theme, or by an extensive author and subject index provided at the end of the book.

Themes covered in the book are wide-ranging and only a few can be touched on in this review. Issues faced by international students are included such as the learning of 'standard' English without relevant cultural context and the challenges students face when applying this within a North American context. Provision of support to help students is discussed including doing a needs assessment before induction to help pitch introductory library sessions and avoiding using jargon. Also covered are the importance of marketing services relevant to international students and providing appropriate staff training to ensure staff are culturally aware.

The introductory chapter and the description provided on the back cover emphasise increasing globalisation and the impact this has on higher education. The focus is on the efforts by North American universities to recruit international students, and the consequences this has for academic libraries. Whilst accepting the focus on the book is on North America, with the internationalisation of higher education it is a shame the book's content is so much on North American universities, with only 10% of references being outside North America. This is a missed opportunity, particularly given that the book acknowledges Australia has the largest proportion of international students of any country in the world, and is producing a lot of excellent accompanying literature.

The idea of peer support is addressed such as getting international students to translate library literature into other languages and having peer counselling or instruction to help students learn from the experiences of previous students. Terminology used in the book is North American in its focus, for example, 'bibliographic instruction' rather than 'information literacy' which for a British audience makes it feel less relevant. Nine pages are given in the bibliography to the theme 'Computers and the internet', yet this is hardly mentioned in the introductory chapter. Peters refers to the increasing importance of virtual learning environments, but these are well established so one wonders about the currency of the book. Much of the literature is from the 1980s and early 1990s, yet with internet developments and thus increasing opportunities for technological developments and cultural awareness, one would expect a greater proportion of the book to cover this key area.

Given the focus on North American libraries, it is intriguing to see in the concluding remarks of the introductory chapter that great detail is given about SCONUL research from 2007, with no mention of American literature. From the viewpoint of a British reader, the attention given to that particular research is very

welcome, and a shame that one is left with the feeling that the book is not of much relevance to librarians outside North America.

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