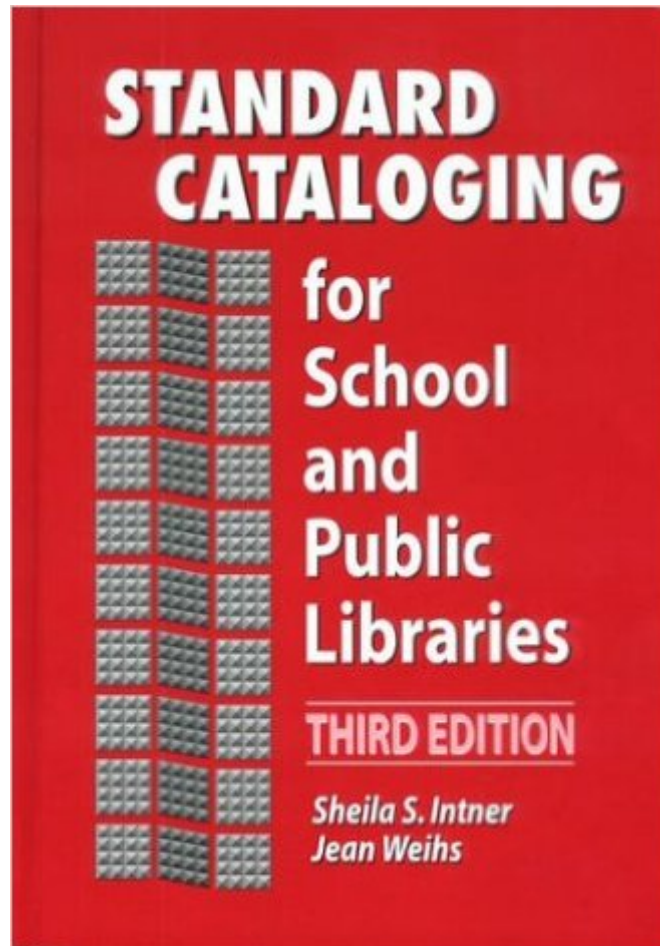# Standard Cataloging For School And Public Libraries, 3rd Edition

Synopsis

More than a how-to guide, this book promotes true understanding of the hows and whys of using standard methods and tools in the United States and Canada. Contains in-depth coverage of books, nonprint materials, Internet resources, and serials, as well as the most up-to-date versions of such basic tools as the Anglo-American Cataloguing Rules, Library of Congress Subject Headings, Sears List of Subject Headings, and Dewey Decimal Classification. The authors also clarify the jargon of bibliographic control, cataloging networks, and MARC coding.With a clear and practical approach, Intner and Weihs empower neophyte and student catalogers and classifiers to apply the rules and tools of library organization to produce standard catalog records suitable for network databases or local OPACs. The book describes and explains management decisions, pros and cons of cataloging alternatives, and how to run a catalog department. Through hundreds of examples, the authors illustrate cataloging problems and their solutions, remaining true to the standards without putting the work beyond the reach of any thoughtful reader. In this new edition you'll find more in-depth coverage of books, nonprint materials, Internet resources, and serials, as well as the most up-to-date versions of such basic tools as the Anglo-American Cataloguing Rules, Library of Congress Subject Headings, Sears List of Subject Headings, and Dewey Decimal Classification. The authors clarify the jargon of bibliographic control, cataloging networks, and MARC coding. More than a how-to gui

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Customer Reviews

Given all the negative reviews of the content, you might wonder why any professor continues to use this book. My theory: The book's early editions will have made it a leader in its field at a time when we expected less from our technical writers, and either the professors assigning the textbook have not found one with the clear presentation this book lacks ... or they haven't stopped to realize it's time to start looking.In the introductory chapters, before the authors start inserting lengthy figures, the text is fairly readable to this first-year library science student. However, once the authors dive into the nitty-gritty in chapter 4, the text becomes absolutely unreadable. The total absence of even late-20th-century design cues amazes me in a book now on its fourth edition. Imagine reading a typed dissertation from the 1960s: you'd be impressed they managed to include figures at all, right? You'd accept that the figures don't have a line around them to help set them apart from the surrounding text, nor a grayscale background to facilitate skimming the figures vs. skimming the explanatory text. You might grit your teeth a little when you realized that what looked like part of a bibliographic entry was *actually* an observation by the authors, inconveniently written in the same Courier New typewriter lettering as was used for the sample cards. You'd sigh as you spotted yet another table that wasn't even labeled as a table, but simply stuck smack-dab into the middle of the material with no indicator it's separate from the figure just above.Add to that problem that the most basic of technical-writing principles are ignored.

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