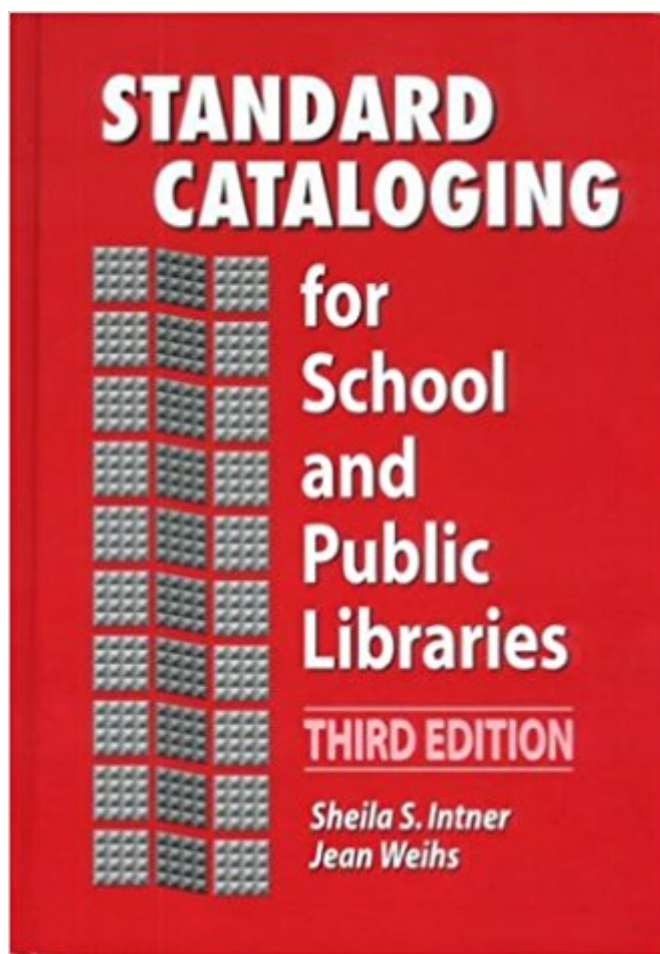


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Standard Cataloging For School And Public Libraries, 3rd Edition



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

?Review of previous edition: The beauty of this manual is in clear discussions and backgrounds for every major area, phase, rule, and detail.... The authors write in user-friendly terms, relating to libraries and media centers of all sizes. Highly recommended.?-The Book Report

SHEILA S. INTNER is Professor and Director, Simmons Graduate School of Library and Information Science at Mount Holyoke College, South Hadley, Massachusetts. She has received several awards, including ALA's Margaret Mann Citation Award for outstanding contributions to education for cataloging and classification.:Weihs /f Jean /b JEAN WEIHS is Principal Consultant, Technical Services Group, Toronto, Ontario. She has received the Margaret Mann Citation in Cataloging and Classification and was the first recipient of the John Comaromi Lectureship.

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. For instance, when the authors begin to discuss the different areas of a bibliographic record -- areas whose numbering is well-standardized -- they discuss each without in any way mentioning its number. How hard would it have been to insert, in front of the words "Publication, distribution information" just two more helpful words: "Area 4"? The format and writing make it virtually impossible for the student to employ good pre-reading strategies

such as skimming the section titles or looking for patterns, because none are evident. We reviewers may sound like lazy readers who can't be bothered to look at the paragraphs just before and just after the one we're about to read. However, that notion presupposes we can find them, which is no easy task when they are interrupted by pages of text-based figures and pages in which all but two lines are part of the figure, followed by resumption of the body text on the penultimate line. Last, and most glaringly, consider this problem: The authors have chosen to save all discussion of the standards for *computer-based* cataloging (MARC) until Chapter 12 in a book with only 13 chapters. I could understand saving the *detailed* discussion until later, but to provide copious pages of examples of old-school catalog cards without even a teeny mention of corresponding lines in MARC, nor even one example of how the record areas from a catalog card would be formatted in MARC encoding or how they look on a computer screen is a decision to confound the thousands of us whose cataloging coursework will address MARC from the outset. Like nearly every reviewer here, I would have been up a creek had I not already read and digested my instructor's far-superior version of the content before embarking into the nitty-gritty section of the book. To sum up: The authors need to subject their tome to a massive editorial and design overhaul for a fifth edition and if not, it's time for the wrecking ball.

I purchased this book as a required text for a class I am taking. I am completely new to cataloging. I feel this book is not written for the "beginner" cataloger, but instead is intended for an audience who has some basic familiarity with the subject matter. I am more confused by the book than enlightened.

Just needed this book for class. It is what it is, a book for class. Very helpful for library media students.

This came quickly and was exactly what I needed.

So incredibly boring. I guess if cataloging is your kink, it *might* be entertaining. Maybe? Probably not.

This is the worst text I have ever read. There's a distinct difference between being difficult to read and understand and being completely uncomprehensible. This book is the latter. The authors assume that before reading this book the reader has vast knowledge of the subject matter. It is

completely inadequate for the beginning cataloger. Even the examples confuse rather than enlighten. The background information and the basic explanations are missing. I bought this book solely because it was a required text for a introduction to cataloging class. I find it hard to believe that the professor read this book before requiring students purchase it. I would recommend that in the future students band together as a class and demand the professor choose another book. I would have liked to rate this book as a minus zero.

I have rated the Standard Cataloging textbook with 2 stars. The information was not "user-friendly" for someone that has never cataloged before. I needed to read the text twice to fully understand what the author meant. The examples were very hard to follow. Each example gave the contents of the examples with bullets, however, for someone that does not know what a CIP data is or looks like, it is difficult to determine which line consists of the CIP data (for example). It would be helpful to have corresponding numbers to match the example given. Then, the information written in the text would make more sense.

This textbook in my opinion deserves two stars. It was very complex to read and comprehend. The textbook was not understandable. I had to use online resources to understand easy concepts stated in the text. I would not recommend this text to any future media specialist. The author(s) should re-write the whole book and explain cataloging in simple terms.

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