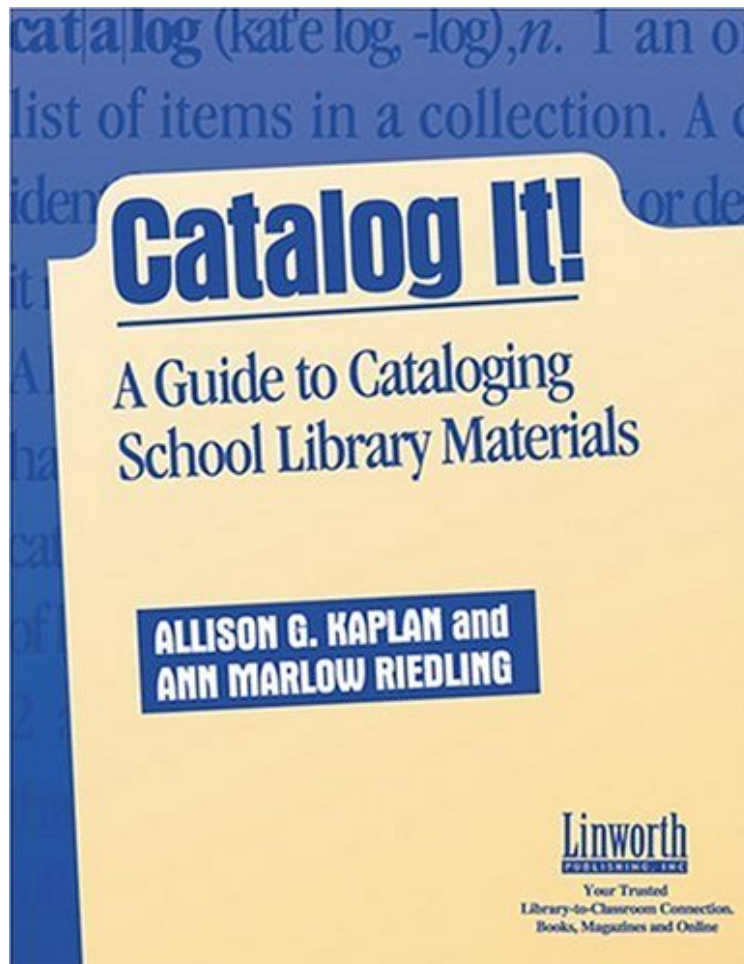


Catalog It!: A Guide to Cataloging School Library Materials

Allison G. Kaplan, Ann Marlow Riedling
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Allison G. Kaplan, Ann Marlow Riedling : Catalog It!: A Guide to Cataloging School Library Materials before purchasing it in order to gage whether or not it would be worth my time, and all praised Catalog It!: A Guide to Cataloging School Library Materials:

A wealth of examples and exercises make this a great training tool or a refresher course!

From School Library JournalA book that presents both the theory and practice of cataloging. Though many media specialists purchase their materials preprocessed, some understanding of the rules and standards of cataloging is still necessary. Throughout this book, the authors use concrete examples of items commonly found in school libraries. The first two chapters give a brief history of cataloging and an overview of copy cataloging and cataloger's tools. The next

four chapters deal with intellectual access (assigning subject headings and classification codes), physical description (both theory and application), and processing. The last two chapters present aspects of automated cataloging and the migration to automated systems and the future of cataloging. This readable text can serve as a textbook for students in school-library-media programs and as a ready-reference tool for practicing media specialists.

Jessica Foster, Fairfax County Public Schools, VA Copyright 2002 Cahners Business Information, Inc. About the Author Allison Kaplan and Ann Riedling met in 1998 during the International Association of School Librarianship conference in Tel Aviv, Israel. After spending a long time discussing how frustrated many of their students were that there were "no practical cataloging textbooks out there for school librarians," they decided that they would take on the task of writing the book together. Allison Kaplan is School Library Media Specialist Program Coordinator at the University of Delaware, and Ann Riedling is a professor and Department Chair of Educational Media Librarianship at Spalding University in Louisville, Kentucky. Excerpt. Reprinted by permission. All rights reserved.

Catalog It! A Guide to Cataloging School Library Materials is designed for courses that prepare college and university students for undergraduate or graduate degrees in school library media. Its objectives are to present the theory and practice of cataloging and classification in the school library environment. In today's automated library environments, it may seem ridiculous to continue to teach librarians, especially school librarians, how to catalog materials. However, as Crawford attests, computers are just tools. We need to know how to use the tools to get the work done and that is why we have written this text. With the ever-changing role of school library media specialists (SLMS), the area of cataloging has seen major alterations and adjustments. The infusions of innovative ideas, in particular, new technologies, have brought to the forefront the need for school library media specialists to know and understand cataloging rules and standards. Nevertheless, few texts have been written concerning cataloging and classification geared appropriately and specifically for the SLMS. This textbook is intended to fill two vacancies in the professional literature. First, it will serve as a textbook for students in school library media programs. It will provide guidance in interpreting standard cataloging and classification rules using Anglo-American Cataloging Rules (AACR2R), Sears List of Subject Headings, Library of Congress Subject Headings (LCSH), Dewey Decimal Classification System (DDC), and Machine Readable Cataloging (MARC). In addition, this book will prepare students to be intelligent consumers of free and vendor-provided electronic cataloging and cataloging systems. The second vacancy is addressed to the practicing school library media specialist who needs a ready-reference guide to cataloging. The intention is not to usurp the utility of AACR2R, MARC21 Bibliographic Format, or other publications of standardized cataloging rules. Rather, the goal is to present standardized cataloging principles to school library media specialists in ways that they pertain specifically to the school library environment. Due to the widespread use of the Internet, it is not uncommon for school library media specialists to make their databases available through school web sites. This magnifies the variations in cataloging practices. The purpose of this textbook is to offer a cataloging guide that will rectify these variations. This manual is divided into eight chapters:

1. Chapter 1: History of Cataloging sets the scene for the remainder of the book. To paraphrase George Santayana, those who do not understand history are condemned to repeat it. It is as true for cataloging as it is for any other science or art form. The authors present a brief history, not to create something additional for the final exam, but to shine some light on the reasons for the "things catalogers do". Information regarding various aspects of cataloging that are being discussed and implemented in other types of libraries is provided. The purpose for this is to assist school library media specialists to prepare for issues that will be affecting their online catalogs in the near future.
2. Chapter 2: Copy Cataloging and Catalogers Tools reviews some of the free and fee-based cataloging tools available to assist in the cataloging process. This chapter is divided into 3 sections: databases, programs, and tools. The purpose and basics of copy cataloging are presented along with descriptions of helpful Internet sites including the Library of Congress, SunLink, and other sites.
3. Chapter 3: Intellectual Access explores the practice of assigning subject headings and classification codes to library resources. Intellectual access refers to that part of cataloging that organizes items by the intent of the item. This topic covers the questions, "For whom was this item created?" and "In which discipline should this item be classified?" Included in this chapter are discussions and examples about applying Sears List of Subject Headings and Dewey Decimal Classification, abridged edition, numbers. Also provided is a brief discussion regarding the use of in-house subject and classification schemes.
4. Chapter 4: Physical Description, Theory covers the philosophy of the greater part of the bibliographic record, which is, the physical description of the item. Discussed in this chapter are the topics of Main Entry, Chief Source of Information, and Areas of Description. These topics are linked from their manual, or card, format to the electronic MARC format.
5. Chapter 5: Physical Description, Application provides concrete examples and exercises for applying cataloging theory to the MARC format. The exercises build cumulatively through the Areas of Description and the chapter concludes with practice in creating full MARC records.
6. Chapter 6: Processing the Item includes information on the actual labeling and packaging of items for use in the library. Included in this chapter are concrete suggestions for placement of labels and dealing with multipart items.
7. Chapter 7: Automated Cataloging and Automated Systems presents the aspects of planning, selection, evaluation and possible "migration" of school library automation systems. Specific systems are discussed and planning checklists are provided.
8. Chapter 8: The Future of Cataloging summarizes where school library media specialists "have been" with regard to cataloging in library media centers as well as exciting possibilities for the future.

Throughout the text, the authors rely on the same items to illustrate the theories and principles discussed. We believe that it makes pedagogical sense to take a few items and follow them through the entire cataloging process rather than using different titles to illustrate each part of the process. The included items are both print and non-print materials.