

## Cataloging for School and Synagogue Libraries

BY Joel Tuchman

The purpose of this presentation is to show the effect the internet, electronic media, and new cataloging strategies have on school and synagogue libraries and how by embracing the new technologies libraries can remain relevant.

These notes are incomplete as many of my comments were adlibbed during the course of this presentation. A power point accompanied this talk so each slide number refers to the slide from the power point presentation.

Slide 1: read as is

Slide2: You can build a call # so that you know what kind of item it is. In this example we have a:

Kindle non-fiction

DVD

Audio Book

Slide 3: We have a Kindle fiction book for adults

We have a regular book for adults (how unusual)

Audio Book for adults

And as you can see all of these different mediums are for the same book. By just looking at the outside of the record without even having to go inside we can see what type of format the item is in.

Slide 4: We have a Young Adult item on a Nook

We have a regular Young Adult book

And an Audio Book for Young Adults

Again as you can see we have the same item in different formats but for Young Adults. I could have done the same thing for children's books as well but for the sake of time I didn't bring examples of this. You could also do this with Ebooks and simply have the 3 letter code of WEB because the format is web based. As is the case with all these examples the ease is for you the librarian, and then the patron if he or she understands it. The objective here is to make your job easier and more efficient and help patrons that need your help get in and out of the library quickly and satisfied.

Slide 5: Now let's look at some examples of using technology that will help you but more importantly help the patrons whether you are there or not and whether they are even in the library at the time.

Slide 6: It also helps with lost books. People now know what to look for. How many times do people say I never checked out that book but when you show them its picture they say oh yeah I remember it now. Adlib as needed.

Slide 7: Each collection has its own individual style and needs depending on what is important to that collection. The exact same items might have different meanings. Maybe you don't care if a book is signed or donated. Maybe you do. If you do automated systems give you the ability to enter that information. But the option is yours. Also, patrons that donate a collection or an individual item might like to see their name on your computerized record in addition to a plaque on the item itself.

Slide 8: read as is.

Slide 9: read as is and adlib emphasize example on slide.

Slide 10: refer to what was written on slide 9. Go over in detail what is on slide 10.

Slide 11: Read as is.

Slide 12 and Slide 13: When you don't do full cataloging it's harder on everyone. That means the librarians and the patrons to find the item. The objective of cataloging is to make this easier for everyone. The point isn't just speed. It's speed plus accuracy. One without the other is useless. I understand we don't always have the time. When that's the case use copy cataloging. Z39.50 is usually available to everyone now and it's really easy. Who doesn't know what z39.50 is? It allows you to download the record from another system into your system. Then any modifications you need to do can be done very quickly and the majority of the record is now already in your system.

Slide 14: Anyway, since it's computerized and not done on a typewriter it's faster and you can keep on updating your record without having to redo what you previously did. Again, use the technology to your advantage.

Slide 15 and Slide 16: Make cracks about pictures.

Slide 17: emphasize last slide.

Thank you.