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First published in 1990 (with subsequent editions in 1996, 2001, and 2007), the fifth edition of Intner and Weihs's *Standard Cataloging for School and Public Libraries* by two eminent and variously experienced KO experts (both are winners of the Margaret Mann Citation) bears testimony of its popularity and standing in the field. Their two other books on this specific subject are equally popular. The title of the book is a misnomer (at least for an Indian librarian), as the book not only covers cataloguing in all its aspects but also classification and subject indexing in equal measures. Further, the level of treatment of the subject is not restricted to only school and (small) public libraries: there seems nothing lacking in it to be useful to university libraries equally well. However, the book seems mostly catering to the needs of practicing catalogers, to speak in American jargon.

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This book of thirteen chapters *sans* preface can be virtually divided into four sections, in addition to appendixes and a glossary of about 170 terms and acronyms. The first section of four chapters dwells on descriptive cataloging beginning from the necessary history and theory to illustrate the practice of description according to the *Resource Description and Access* standard (*RDA*), which replaced the *Anglo-American Cataloguing Rules 2nd edition* (*AACR2*) starting in 2013. Most of the terminology used in the text is indeed in tune with the *RDA* terms and prescriptions. The fourth chapter is focused on name and title access points. Illustrations of practical nature abound. Examples are homely, well-chosen, and have been presented in progressive complexity for learners to prepare catalogue records according to *RDA*. For example, the examples given in the second chapter continue on through subsequent chapters with additional features. Similarly, the next four chapters (5-8) deal with subject cataloguing both in theory and practice, culminating with the descriptive use of the *Library of Congress Subject Headings* (*LCSH*) and the *Sears List of Subject Headings* in their latest editions. Unsurprisingly, there is hardly any innovation in the subject headings works, though the descriptive cataloguing is always on the move. The next notional section of three chapters (9-11) is on shelf classification, which obviously deals with the *Dewey Decimal Classification* (*DDC*) and the Library of Congress *Classification* (*LCC*) with sufficient details to understand and apply these systems. The next chapter is on MARC21 and other metadata systems such as the Dublin Core. The text closes with a full chapter on managing the cataloguing department of a library. It is comprehensive in treatment in all aspects of management and day-to-day administration, namely setting policies and objectives, staffing, budgeting, product management, evaluating performance and output, reporting, marketing and communicating. Lastly, this chapter lists some current issues in knowledge organization management in libraries and media centres. This includes reorganization of the cataloguing department to expand it to subsume acquisition and interlibrary loan work, as well as coordination between cataloguing and metadata staff. In this book full of technicalities, this chapter is embellished with worthwhile advice. Savour some: "Wise managers keep their ears to the ground … so they become aware of … occurrences before they happen. And they resist agreeing to goals and objectives that the department cannot accomplish" (p. 185). They also advise to communicate to the authorities the importance of the department in support of user services. Indeed, marketing is as important for this department as is for the library as a whole. The glossary, though brief, goes beyond the terms and acronyms discussed in the book: a few more terms not occurring in the text have also been included. At the same time some are missing, even, e.g., *RDA* is not there, and the term "uniform title" despite its mention has not been defined.

The user-friendly book has been designed and laid out for progressive learning and easy use. Each chapter has been divided into various sections with apt headings, also listed in the table of contents. Each chapter is amply illustrated with original and real examples and closes with a skillful summary, list of up-to-date but selective additional readings and notes. The appendix given at the end provides some test questions, which are answered in the next appendix. The book has three indexes, namely the concept index, name index and the index to figures and examples. The latter has four sub-indexes for documents by formats. The language is pithy, precise and clear. This handy book is indispensable for anyone new to the field for learning classification and cataloging practice in the dynamically-changing library and information environment. And no doubt it is equally useful for veteran cataloguers and teachers of the subject, though a chapter on teaching of cataloguing would have made it further useful for teachers. Michael Gorman (2011, 162), who considers cataloging as one of the fundamental bases of librarianship, describes it as "the way librarians think." The book seems fully to subscribe to this philosophical view of one of the outstanding pragmatic philosophers, experts, and advocates for knowledge organization of our times.

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