

it wants to help in analyzing complicated and sophisticated cases.

This way of seeing and handling things is surely symptomatic of our times. By the influence of Francis Bacon and modern epistemology of science methodology has received a very important place in scientific activity and reflective thought. It can be assumed that in the near future we will return from the methodological point of view to the casuistical one as practiced in medieval times. This will lead to a new form of casuistics as the art to seek efficient solutions to global problems. It will also be a new form of rationality based on religious foundations.

Julius Schreider

(1) Union of International Associations: Yearbook of International Organizations. 1986/87. Vol.3: Subject Volume. Global Action Networks; Classified directory by subject and region. 4th ed. München-etc.: K.G.Saur 1986. (Here Appendix 6, 20p.) (See also Int.Classif.11(1984)No.2, p.69-76, + No3, p.139-50)

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COMAROMI, John P., SATIJA, M.P.: **Exercises in the 20th edition of the Dewey Decimal Classification.** New Delhi, Sterling Publishers 1990. 127p.

Since the previous edition of this text-book - *Introduction to the practice of the Dewey Decimal Classification* (1987) - the title has been changed, and the well-known authors are now in alphabetical order on the title page. A new edition became necessary with the publication of the 20th edition of the DDC. The authors claim, that the new edition can also be used in connection with DDC-18 and DDC-19. This claim seems justified, considering that the structure of the new edition is unaltered, the text relatively unchanged, and the greater part of the examples retained. Evidently there is no need to make alterations in a book, that has proved satisfactory, apart from including examples, that have to do with the differences between DDC-19 and DDC-20.

Classification is an intellectual play with the most obvious practical consequences. It is the act of fitting the document under classification into its proper place, in line with other documents of an identical scope or with a similar content. If a document has been well classified, it offers, together with other members of the same class and with the neighbouring classes, a logically beautiful exposition of human knowledge in a given field. This facet of the classification process is dependent on the quality and intuition of the classifier, and can hardly be taught at library schools, rather in real life.

What can be taught is the use of the classification system rules, the number building, which is also an interesting facet of the classification process. Number building can be taught without real books; book titles as similar as possible to real books are ideal materials. Number building instruments in the DDC are, besides

the main schedules, the subdivision tables, and the rules of precedence. As in other faceted systems the order of precedence is important and could not be left to individual taste.

To make it possible for library school students to master such techniques together with the many possibilities of synthesis that have grown throughout the many editions of the DDC is the scope of this textbook. The resulting class numbers are in themselves unintelligible to users of the system who are not classifiers, or in other ways familiar with the strange world of these class numbers, that appear as mere codes. Much as this can be regretted, their lengths make them useful in large collections, in bibliographies, or in bibliographical databases to keep together similar subjects and to separate subjects that are not fully identical. So far DDC has abstained from the use of such visual facet indicators as would separate the elements of the classification numbers, and make the searching of single facets easier in an online retrieval system.

I find this new book very satisfactory as an instrument to teach and to learn the art of Dewey number building. The examples are many, well differentiated, and the conclusions - what did you learn? - carefully done. The final summarizing exercises give the student ample opportunities to look back and remember. Like the other volumes in the Satija/Comaromi series this new one should be welcomed as much as its predecessors: ideal for library school students, interesting for many a librarian.

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HOLLEY, Robert P. (Ed.): **Subject control in online catalogs.** New York: Haworth Press 1989. 251p. ISBN 0-86656-793-3. (Also published as 'Cataloging & Classification Quarterly 10(1989)Nos. 1/2)

Given the fact that the book under review is available both as a double issue of the journal *Cataloging and Classification Quarterly* and now also as an independent monograph, the question suggests itself whether we are dealing here with a standard work that can be consulted whenever one wishes to occupy oneself with questions of the online catalog and its design, such in particular with a view to subject searching possibilities. After reading the book one will have to conclude, however, that it cannot meet such expectations.

The chief objection would be that the book does not furnish a full or comprehensive impression of the possibilities (both in theoretical planning and in practical realization), for providing subject searching facilities in online catalogs, nor of the problems occurring in retrieval with all its complex individual factors; it is too much in the nature of a compilation of individual punctual contributions on partly quite specific problems which, in the manner as assembled here, are not representative of the problems of subject analysis of documents in online public-access catalogs. This point of view