manual indexing, then, at least as far as chemistry is concerned, this must be expressly denied. In this field, due to the increased use and the rapid growth of files, the need for more efficient indexing methods has risen even though they may be more expensive. The transition to the topological storing of chemical structural formulae in the Chemical Abstracts Service and the widespread development work on such an expensive indexing speak clearly for themselves. The field of chemistry deserves consideration, for, apart from medicine, the largest and most intensively used information systems are surely to be found in this area.

It is indeed true that the "escalating costs of human intellectual processing..." are an essential planning factor in the field of information supply (p.173). But we must not forget that, though this may not be so obvious, an information deficit and inadequately selective information systems, that is systems which have been established with an emphasis on *input* parsimonity, also cause an increase in costs. It is this consideration that has led to the perfecting and expansion of indexing in many places.

At this point, reservations must be made concerning the standpoint which is held in the second part of the book and here in such a high degree of generalization. Lancaster's, for the most part unjustified, criticism of manual indexing could lead into the transition to (or into the immediate use of) only deceptively and only initially adequate, more primitive information systems. Thus, the book might endanger the existence of an operational information system without offering a workable, alternative solution.

Lancaster states that the future prospects of "hybrid systems" are good, that is, systems which work partly with and partly without vocabulary control. The existing results based on experience with such systems confirm this opinion as in these systems the respective specific weaknesses in controlled vocabularies on the one hand and in non-controlled input on the other can be overcome. Lancaster, though, prefers those systems which work with a minimum of vocabulary control. But nervertheless it is difficult to fathom how all this can be reconciled with doing away with vocabulary control as is, at least implicitly, recommended in the second part of the book. If this were to happen, then hybrid systems could not exist either.

It is difficult to make an overall assessment of this book as it supports two conflicting standpoints on the central issue of the usefulness and economics of vocabulary control. The collection of facts is instructive and well worth reading, many conclusions and recommendations which Lancaster has drawn from these facts, however, cannot be supported in the generalised form in which they are presented.

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SOUTH, Mary L. (Ed.): **Dewey Decimal Classification for School Libraries.** British and international edition. Albany, N.Y.: Forest Press 1986. IX,179p. ISBN 0-910 608-35-0

Translated into at least 12 languages and used in some 135 countries of the world, the Dewey Decimal Classification continues to be a widely used scheme. Its popularity outside the United States, its home country, has always moved along a spiky graph. So far, about 40% of the 47 000 sets of its current 19th edition have been sold outside the USA. Besides its two principally known editions, the unabridged and the abridged version, now in their 19th and 11th editions respectively (both published in 1979), there are numerous officially sponsored as well as unauthorised home-made adaptations available to meet the needs of libraries in various cultures and nations. Its non-literal notation of Indo-Arabic numerals promotes its use in all linguistic regions. The hierarchical nature of this notation makes the scheme amenable to use in all sizes of libraries by permitting the notational string to be cut at any desired point from the right end. But use of the DDC is not as mechanical as that. It is a judicious process involving judgement and knowledge. To help libraries to truncate the number at a suitable point, the DDC numbers on LC printed cards and MARC tapes are since January 1967 being presented in two or three segments indicated by prime marks. If they so wish, libraries can mechanically delete any full segment from the right end. However, for various reasons such devices are not available to all small libraries, nor do pertinent services cover all publications or libraries. Therefore, although edited and promoted with a view to international acceptance and usage, the DDC fails to fully meet the needs of its varied and large body of users.

To help such small libraries, smaller versions are available. Historically speaking, in 1894 a first brief outline of the scheme was issued which became the harbinger of the now well-established Abridged Edition first published in 1921. The current Unabridged (19th) and Abridged (11th) Editions list 29 528 and 2 516 classes respectively. The abridged edition is meant for libraries comprising some 20 000 books. This still is too large a version for small and school libraries. Therefore, to meet the classificatory needs of school libraries in the UK, Forest Press and the School Library Association of the UK co-published in 1961 a first school version based on the 8th Abridged Edition (2). Its success prompted a second (1968) and a third (1977) edition (3-4). Since then the work has secured a safe niche in the DDC house and history.

In the de facto 4th edition of the book reviewed here, the two short forewords describing its brief history are followed by a detailed Introduction (p.1-22), which, although quite useful, may not make easy reading for those it is meant for - the staff of small and school libraries. Proper comprehension of this Introduction may be a bit hard for users in African and Asian countries where English is not the language of the many. A simplified introduction should have been a key concern. The Introduction is followed by four tables - showing considerable trimming - of auxiliary notations, namely: Standard Subdivisions (Table 1), Areas (Table 2), Subdivisions for Individual Literatures (Table 3), and

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Subdivisions for Individual Languages (Table 4). Each table is preceded by a brief but illustrative note explaining its scope and use. In Table 1, the now controversial standard subdivisions -04 and -08 have been omitted. Table 3, a slightly modified one, consists of two parts, namely 3 and 3P. Table 3P contains chronological subdivisions for US English, English, French and Spanish literatures. In the unabridged editions these are part of the schedules proper. For chronological subdivisions of other literatures one will have to supplement the scheme from the tables of the unabridged edition. Tables 5 ("Racial, Ethnic, National Groups"), 6 ("Languages"), and 7 ("Persons"), usually required for finer details, have been omitted altogether. The absence of Table 6, for instance, means that inter alia we cannot have precise class numbers for bilingual dictionaries, and the absence of Table 7 means that class 920 biographies cannot be differentiated by subject.

The core of the book consists of two parts. First comes a "Summary of Schedules" (p.45-57), also termed "A first-tier classification scheme for use in very small libraries". Thus proposed for use in *very small* libraries it comprises some 350 classes of varied specificity and depth and denoted by numbers composed of from 1 (as in 100 Philosophy) to 6 (as in 363.125 Road Safety) digits. Most class numbers have from 2 to 4 digits. This Summary is followed by the Schedules proper (p.61-130). Fully compatible with and assimilated in the Schedules, the preceding Summary is typographically shown by bold-face type in the full schedules. This 70-page scheme has about 1 225 classes allowing for further synthesis from the tables were needed. Synthesis from the schedules is only sparse. Added to most classes are brief but lucid and illustrative procedural and classificatory notes. Scope notes are quite clear. Curt directions for advanced users of the Unabridged Edition have given way to easily understandable and applicable notes. The skillful summarization of the schedules was conditioned by the curricula of primary schools. For example, more languages are enumerated in main class 400 here than in the abridged version. Furthermore, main class 700 Fine Arts is the most populated one in accordance with school needs. For another example, class 971 Canadian History has ten subdivisions whereas Russian history, for all its turbulence, has only eight. It also reflects the emphasis on school curricula that among the class numbers enumerated the longest ones in notational length with seven digits are to be found in the history class, whereas otherwise, even in classes like engineering and technology, no class number consists of more than six digits.

Assimilation of the first-tier summary in the full schedule greatly facilitates the reduction of any class number to its next higher bold-face-printed number. The school version is in far-reaching conformity with the current unabridged and abridged versions, as is acknowledged by DDC Editor Professor John P.Comaromi. This version incorporates all the published updatings of DDC-19 and the proposed revision of Class 780 Music. This means that any number in this version can be expanded from the corresponding portions of the current abridged and unabridged editions and separates of the DDC. However, a few exceptions to this conformity are to be found in the 800 Literature Main Class. For example, "Anthology of Elizabethan Literature" has the class numbers

820.83 in the school version and
820.8003 in the unabridged version.

Similarly, in the case of, say "History of Elizabethan Literature" the two different class numbers are:

820.93 in the school version and
820.9003 in the unabridged version. The book closes with a combined relative index (p.133-179) of the Schedules, Summary Schedules and the four Tables. The index, in small-type print, is comprehensive as some synonymous terms have been included, so the Index contains more terms than are listed in the Schedules and the Tables. More synonymous terms may be incorporated in the index locally (Sec.5.12, p.11). In the Index, the numbers from the Summary Schedules have been included in parantheses. The arrangement is in word-by-word order in adjective + noun form with the exception of some phrases entered in different fashion. In all, the Index is easy to use and pleasant to look at.

This fourth-edition version is termed the British and International Edition. Use was made of the opportunity to expand the scope of the book to secondary school and junior college libraries. The International Edition is marked by a reduction of British bias to meet the needs of such libraries in English-speaking countries outside the British Isles. The internationalization involved shedding off some of the former simplicity of the scheme, as is admitted by the editor (Sec.3.4, p.4), who also takes care to point out that the scheme is not designed for direct use by the juvenile readers. They will essentially need the help of the trained staff to interpret the schedules. Though the British bias of the first three editions has been reduced, yet the bias in its bones - the "Waspish" bias - still remains, genetically transmitted as it has been to this "baby" (as it is nicknamed) of the DDC family.

This excellently bound book of high manufacturing standards presents a sophisticated and pleasant appearance. Its comparatively low price and wide availability is likely to greatly stimulate the use of the DDC at schools. It will help to entrench the DDC at the grass-roots level.

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