aspects that alone would make the manual essential reading for anyone involved in terminology control is only insufficiently conveyed into the primer. This might lead students to appreciate only one half of the PRECIS virtues, content analysis and creation of indexing strings, while neglecting the other half, almost as important, devising a network of indexing terminology. There are essential chapters on "Coding for computer manipulation" and "Managing PRECIS input and retrieval". Most chapters are concluded with exercises, answers to which are provided in an appendix (again, this follows the manual). As for abridgments, it seems quite understandable that the comprehensive algorithms for entry construction and validation checks are omitted in the primer.

Extending the scope of the manual, the primer has a short chapter on PRECIS in an online environment. The prime objective of PRECIS has always been the creation of printed indexes. Yet the proliferation of databases, notable BLAISELINE (the online service of the British Library), calls for a consideration of how to use PRECIS in the new situation of post-coordinate search. Here the PRECIS terms are being used as keywords, and the system, employing the Boolean operators, displays all PRECIS strings in which the sought combination of terms occurs. These strings (i.e. the complete verbal features, including syntactic and semantic features such as prepositions, as known, for instance, from the *British National Bibliography*) are displayed before the titles, so that a search may be specified and irrelevant strings (and, consequently, irrelevant titles) be excluded.

The primer certainly serves as a straightforward introduction to beginners, providing them not only with a description of PRECIS (as other textbooks do, such as A.C.Foskett's *Subject Approach to Information*), but with a working knowledge of the system. One serious problem remains, though: the price. The primer's layout is quite odd, the type area covers only about 80% per page. Therefore, the primer boils down to a slim book of just over 200 pages. The valuable examples and the easy-to-follow course of the primer notwithstanding, the manual remains indispensable for more detailed study of PRECIS. At current prices of £ 8.95 and £ 7.95 (!) for primer and manual respectively, the complete manual may seem a better long-term investment all the same.

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WYNAR, Bohdan S.: **Introduction to Cataloging and Classification. 7th ed.** Edited by Arlene G.Taylor. Littleton, CO: Libraries Unlimited 1985. 657p., ISBN 0-87287-512-1 (cloth), -480-0 (paper)

The seven editions of this work (1964, 1966, 1967, 1971, 1976, 1980, 1985) form an interesting history in its gradual incorporation of collaboration: the 5th (1976) was revised in association with the late Dr.J.P. Immroth; the 6th was revised by Arlene Taylor Dowell and Jeanne Osborn, and incorporated suggestions invited from a wide range of U S teachers. This policy has been carried a step further in the 7th ed.: its reviser, Arlene Taylor, has included treatment of newer aspects of classification by Prof. Hans Wellisch. Such associations of noted U S experts testifies to the work's status in the field.

This is a text designed to meet the needs of students as well as practitioners, both in terms of descriptive and of subject cataloguing. Through its seven-edition history it has always kept pace with developments. The only negative aspect has been its progressive obesity (ed. 1-6); in the 7th ed. this tendency has been slightly checked (its paperback version especially shows this, and is a boon to students): a welcome trend, if continued. The legibility and durability of this edition are excellent: it is a book inviting to hold and to read.

Both, bibliographical description and subject representation are dealt with, the latter both in terms of classification systems and subject headings. The descriptive cataloguing part consists of (I) chapters 1-2 on the history of AACR, and (II) chapters 3-14 on description of book and nonbook materials as per the various ISBDs. Illustrations are useful because they deal with typical problems, and the AACR2 rules are summarized throughout. Problems are explained and discussed, not merely referred to the rules by quotation. The subject cataloguing part (III) consists of chapter 15 on subject analysis (a feature new in this edition): it heralds the whole section and sets the tone, which can be called "comparative"; chapters 16-20 are on traditional schemes of classification. The rest (chapters 21-24) are on subject headings and subject indexing, both traditional and computerized. NEPHIS (NEsted PHrase Indexing System), designed by T.C. Craven in 1977, is one newly described system, but such Indian systems as chain indexing and POPSI are ignored, notwithstanding the historical position of the former: such omission is atrocious. Among the classification schemes the American ones, DDC and LCC, are (expectedly) fully elaborated; UDC and Bliss (or rather Mills's BC2) are only described in brief; and some dated schemes such as Brown's Subject Classification and Cutter's Expansive Classification have each a section. But (alas!) Ranganathan's Colon Classification has not been given any place, though there is a small section (pp 372-374) on the nature of the faceted classification. Has the CC become too dated or irrelevant? The omission only reflects and confirms the impression of American apathy toward the contribution of Ranganathan. This in spite of the 6th-ed. admission that

> A whole school of thought (has) developed from (Ranganathan's) basic concepts, and there has been growing interest, particularly in Europe, in adapting them to special "faceted" indexing schemes.

It is to be hoped that this error will be rectified in the next edition by restoration of the chapter on CC, which is still alive (its 7th ed. has been published in 1987), and which still has substance.

Administrative aspects of the subject area dealt with (IV) in chapters 25-27: filing rules (especially ALA 1980), centralized processing, and the management of online bibliographc networks. Problems are dealt with concisely and with insight. Over-all, the weights given to the various topics in this textbook mirror the U S library-school curricula.

Every chapter ends with a "Notes" section containing

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the references cited, followed by a list of suggested readings. All this culminates in a select bibliography (pp 597-600) of 50 items - some of the major influential writing in the field. Happily all these bibliographical references are systematically updated except of Harrod's Glossary[4] rather than the current 6th ed. (1987). An appendix on aids for (practical) cataloguing and classification further enhances the value of the book. A useful reference chapter consists of a glossary of terms (mostly based on AACR2) combined with the lists of abbreviations.

The language is simple and straightforward and thus makes for easy reading; on this account it may also prove helpful to Asian and African students.

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SATIJA, Mohinder Partap; COMAROMI, John P.: **Introduction to the Practice of the Dewey Decimal Classification.** London: Oriental University Press 1987. XIII,152p., ISBN 0-7465-0065-3

Of making many books on the Dewey Decimal Classification (DDC) there is no end, and much study of them is a weariness of the flesh. (My apologies to Ecclesiastes.) Mr.Satija, evidently the principal author of the book, to judge by style and choice of examples, has written the most recent of the "many books" expounding the DDC, with the laudable aim to lessen somewhat the "weariness of the flesh" besetting beginning students trying to unravel the mysteries of classification. The work consists largely of graded exercises in "number building", supported by concise explanations of the (sometimes tortuous) way in which Dewey class marks have now to be constructed. Satija claims that no other book on the DDC has yet presented the scheme in this way, but this claim is somewhat dubious, and he himself cites the similar though now outdated book by Bloomberg and Weber[1] (the latter being presented as "Webber" - one of the numerous misprints in the book). Be that as it may, there are some good, some debatable and some outright bad features, the two latter categories, sad to say, outweighing by far the first one. Still, as usual, first the good news.

Though a textbook for beginners is generally not the place to voice criticism of the topic dealt with so as not to confuse the novice, Satija makes some valid points on the shortcomings and complexities of the DDC. (Perhaps this is where the otherwise invisible hand of his co-author Dr. Comaromi shows itself?) He deplores the "vertiginous variety of notes" that try to explain the scope of certain class marks but succeed only in perplexing the user (p.16); the "illegal and irregular" use of Standard Subdivisions is justly criticized (p.57); and in a section on the "Enigma of zeroes" he comes to the conclusion that in their application "abnormality is the rule now" (p.61). Most if not all users of the DDC will agree. A small but particularly important section is the one on "Dots and spaces" (p.20) which makes it clear that the point inserted after three digits is not at all a "decimal point" (as the editors of the Forst Press stubbornly continue to call it in defiance of the rules of mathematics) but just "a pause ... that has no purpose except to psychologically break the monotony of numerals", while the real decimal point is actually invisible, being put, as it were, before the first digit of a DDC number. From my own experience I know that this simple yet important fact is difficult to convey to (largely non-numerate) students who think that the teacher must be wrong since section 5.11 of the introduction to the DDC itself speaks of the "decimal point" when referring to the "pause that refreshes" (apologies, again, this time to Coca Cola). The examples for the notoriously difficult literature facet in Table 3 are on the whole well chosen and explained, though they, as all other examples are artificially constructed.

Which brings me to the debatable features. The examples chosen for the construction of DDC numbers are without exception fictitious so as to exhibit certain features that can or should be expressed by certain elements (mostly facets taken from the Tables or from subdivisions in the Schedules) to "build up" a class mark. From my own experience in compiling a programmed instruction course for the DDC-related Universal Decimal Classification I know how difficult it is to find actual book titles of even title-like descriptions of topics for which the student is to construct a class mark; I too have indulged in making up artificially contrived topics in order to demonstrate a particular feature and its proper use. Nevertheless, "Costumes of librarians" and "Costumes of historians" are a bit far-fetched as examples for the Persons facet of Table 7, and so is "Book keeping in non-profiting (sic) hospitals" or "Air conditioning in law libraries". (Had the last example been "Air conditioning in rare book libraries" it would have made sense, because those libraries do indeed need special cooling and air filtering systems.)

The really bad part of the book is what is not in it at all, namely a chapter on the Relative Index and how to use it in order to find the class mark for a particular topic. The only reference to the index is that it is "studied in ... a separate companion volume" (p.22). The wording of this sentence does not make it clear whether the reference is to the third part of the DDC (the index volume) or to another book yet to be written by Mr. Satija. On p.25 there is a cryptic reference to a "chapter on *Relative Index*", but neither the Table of Contents nor the book's own (rather skimpy) index show any traces of such a chapter. Perhaps while writing chapter 2, Mr. Satija intended to write another chapter on how to use the index but he either never got around to do this or decided for some reason not to include it after all. How anyone, least of all a novice, can find a Dewey class mark without the Relative Index and a thorough knowledge of its intricacies and shortcomings is incomprehensible, and the lack of a thorough discussion of the index, its proper use, and lots of exercises makes this book almost useless as an introductory text. Mr.Satija seems instead to rely on some sort of intuitive knowledge of the DDC, and where in its 10 main "classes" a subject is to be found - a knowledge that he as an experienced DDC user may have, but which he can hardly expect from students. It is well known that some topics in DDC are woefully misplaced, sometimes mirroring the picture of the world as it was at the end of

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