

Medical University of South Carolina, respectively. A related paper, later in the volume, describes the planning at Georgia Institute of Technology where they considered the public service, technical services, and collection development issues involved in creating an electronic library (Dykeman and Zimmerman). Studwell and Stephens in two very short papers talk about enhancing traditional subject access from LCSH (Library of Congress Subject Headings) and call numbers, respectively. Some of their suggestions are labor-intensive (e.g., adding headings to individual catalog records) or require adjustments in the way cataloging data are displayed. Such suggestions must be weighed very carefully but cooperative efforts would benefit many users at different catalogs if done. Mary Micco focuses on building better search engines, including the use of hypermedia, something which has been added and well received in some existing online catalog systems. Remote access to other online catalogs through Internet is a mixed blessing, but has progressed a great deal since Sloan and Engel wrote their papers for this volume. Nevertheless their contributions are still worth reading.

Besides enhancing the records in the traditional catalog for use online, the catalog itself can be expanded with non-traditional databases, nonlibrary campus collection files, and bulkloading from another source those records needed to represent microform sets, journals, etc. Three papers deal with these topics (Barnes and McCue, Harwood, Carter, Olson and Aquila).

The final paper by Molholt and Forsythe documents the developments at Rensselaer Polytechnic Institute Libraries (N.Y.) since 1984 from an online catalog to a campus wide information system. Their final paragraph is worth repeating here because it represents current (1993) thinking and developments elsewhere:

*Many colleges and universities are at least discussing, if not putting in place, "campus-wide information systems". It appears, however, that librarians, who are virtually the only professionals on campus trained in information handling, are frequently left out of the loop. In our opinion, this omission results in a disservice to the user.... Information is information and it should not be needlessly segregated because of ownership or differences in the systems that generate it. Cooperation focused on the user ... can result in an information environment that supports access, not thwarts it (p.243).*

A timely addition to the literature on library catalogs and readers in the online age! The extensive contents page makes up somewhat for the lack of a subject index, but a name index is sorely missed.

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BATTY, David: **An Introduction to the Twentieth Edition of the Dewey Decimal Classification.** London: Library Assoc.Publ. 1992. XVIp. + 197 frames + 5p. of indexes. A Clive Bingley Book. ISBN 0-85157-463-7

DAVIS, Sydney W.: **DDC Workbook: A Practical Introduction to the Dewey Decimal Classification.** Revised North American ed. Albany, NY: Forest Press/OCLC 1992. 58p. ISBN 0-910608-47-4

The 20th edition (1989) of Dewey's system edited by a new editor, late John P. Comaromi (1937-1991) is a successful edition by many accounts. It met the approval of the librarians and critics alike. This edition has smoothly ushered DDC in the electronic and information age and has convincingly demonstrated its resilience to survive and advance through its outer (physical) and inner conceptual adaptations to the outer (information) environment. Expectedly, there has been more literature on it than on any other edition of the DDC. Numerous lauding book reviews, journal articles and evaluative books have appeared; and educative conferences and workshops have taken place. A bibliography of the DDC 20 will be impressive. Of the two books under review, C.D.Batty's is a traditional and institutionalized book since the sixteenth - resuscitating - edition (1967) of the DDC; and has always enjoyed the blessings of the DDC authorities and patronage of the users. It is a self-learning tool for the students: a how-to-do-it manual for number building. In this entirely recast edition the scrambling has been improved a further making it more convenient to handle the text. There are about 120 examples of varying depth explaining all the needed techniques in number building. The Foreword gives a brief history of Dewey's system and its influence on other systems.

The programmed text offers step by step learning in a playway method. It has an inbuilt mechanism to let the learner proceed at his/her own pace; telling the errants how they have erred; and giving an incentive of appreciation and passage for speedy learning to the quick learners. It also makes the errants to drill in the areas of their weaknesses. It is equally useful for the teachers as not only it provides correct answers to the exercises but also gives wrong numbers probably close to the right answer, and the wrong directions an average student is likely to take. Examples are typical and all embracing. A conceptual index and a problems (titles classified) index have been given at the end.

Simplicity and lucidity of language makes this a standard text extremely useful for the students. It is a most familiar classic for learning the DDC practical.

Davis' book was first published in 1990 by the Centre for Information Studies of the Charles Sturt University, Riverina, Australia. Its popularity in Australia is evidenced by the fact that it has been reprinted twice there in three years. The present edition by the Forest Press/OCLC has been produced for the world market giving wider examples. It is a brief text divided into 10 small chapters. The book, largely devoted to number building, is addressed to the

beginners assuming no background knowledge on their parts. The first chapter provides a brief biography of Melvil Dewey (1851-1931), a brief history of the DDC, its influence on other classification systems, and the quantum of its use and popularity. Chapter 2 is not on the DDC but on the features of a library classification system also discussing limitations of the DDC notation and various methods for shelving. Chapter 3 introduces the system in general as contained in the text of 4 volumes of DDC 20, and gives advice on interpreting the schedule text and tenders tips as to which portion is to be perused, memorized or scoured only. Chapter 4 is on subject analysis of the document vis-à-vis the DDC. Chapter 5 is devoted to synthesis of numbers by full or part number from the schedules. Since in the DDC co-extensive class numbers are still not aimed at, so some aspects of the subject have to be ignored while assigning notation. This has been explained under citation order in Chapter 6. Chapter 7, the largest in the book, explains one by one the use of Tables 1 to 7, laying special emphasis on the use of the problematic Table 3. Explanations are simple and briefly adequate. Chapter 8 lists 14 titles for exercise in synthesis. Chapter 9 lists 80 graded and classified exercises for revision followed by the last chapter giving their fully explained answers.

Examples have been judiciously selected; the language is clear. Printing is pleasing, making the book look simple and easy to use. It is recommended as a first primer to learn the craft of number building.

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ALBRECHT, Jörn; BAUM, Richard (Eds.): **Fachsprache und Terminologie in Geschichte und Gegenwart** (Special Language and Terminology in History and Present Time). Tübingen: G.Narr Verlag 1992. 333p. = Forum für Fachsprachenforschung, 14.

Ce volume, édité par J.Albrecht (Univ. Heidelberg) et R.Baum (Techn.Hochschule Aachen) dans la prestigieuse série "FFF", comporte dix-sept exposés présentés au 21e "Romanistentag" (Aachen, 1989) et consacrés à différents aspects de la recherche concernant les langues spécialisées. Ces textes sont classés selon cinq rubriques: 1. Grundlegende Aspekte, 2. Kulturhistorische Aspekte, 3. Analytisch-Deskriptive Aspekte, 4. Normungsorientierte Aspekte, 5. Didaktische Aspekte. Les auteurs appartiennent tous à une université ou une Hochschule allemande, sauf trois participants, resp. originaires de Madrid, Vienne et Paris. Les éditeurs introduisent leur publication par un double hommage: à Leonardo Olschki et à Eugen Wüster. Ils soulignent que premier mérite qu'on le sorte de l'oubli et que le deuxième est de plus en plus cité comme un grand maître de la terminologie. Notons qu'aucun des dix-sept auteurs de ce volume ne renvoie à l'oeuvre d'Olschki, tandis qu'on ne s'étonne pas que le nom de Wüster soit cité dans plus des articles.

1. Sous le titre *Kosmos - Sprache - Fachsprache*, Hans SCHERER inaugure le premier volet, *Grundlegende Aspekte*. D'une manière peu ordinaire l'auteur expose que la langue en tant que phénomène naturel est une conséquence logique d'un processus d'évolution cosmique; Scherer caractérise ensuite la langue et la langue spécialisée. Dans un article très bien documenté Hartwig KALVERKÄM-PER (éditeur de la série "FFF") traite de la dimension culturelle et anthropologique du concept "agir", en opposant "l'homme de métier" et "le profane". L'auteur compare des composés allemande en -kunde avec leurs équivalents en -logie, -nomie, -graphie d'autres langues (remarquons que l'élément -lie de philatélie n'est nullement un équivalent de -kunde!). Dans "*Wortschatz versus Terminologie*" J.ALBRECHT touche à un problème tant de fois soulevé et se montre un homme de la pratique: ce sont d'ailleurs les nombreux mémoires élaborés sous sa direction qui l'ont incité à cette étude. Quant au plurilinguisme dans les terminologies, l'auteur insiste sur la nécessité de suivre les règles morphologiques des langues en question lors de la formation des termes. Signalons un "accident de parcours", qu'Aristote ne mérite pas: un texte de ce philosophe est cité de façon erronée (p.59), sans référence, mais uniquement basé sur un ouvrage moderne. Georg BO-SONG aborde le thème de l'europanisation du monde et en particulier des langues de culture non-européenne, notamment le chinois et l'arabe. Une petite réflexion: lorsque l'auteur cite une phrase d'Aristote sans traduction (p.84) sans référence, mais basée sur un ouvrage moderne, ne craint-il pas que cette phrase grecque ne soit ... du chinois pour certains lecteurs?

2. Dans *Kulturhistorische Aspekte*, les 17e et 18e s. sont en vedette. Le sujet exposé par Dagobert KRÜGER, la création des termes mathématiques, intéresse non seulement les historiens des mathématiques mais également les linguistes. C'est d'ailleurs avec le plus grand soin que les mathématiciens de ces siècles-là ont créé des termes (et n'ont pas manqué de critiquer sévèrement les créations de leurs collègues!). Gerda HASSLER se penche sur la théorie et la pratique de la description des langues spécialisées dans un exposé sur l'Encyclopédie de Diderot et d'Alembert. Partant d'un extrait de l'article Encyclopédique dans cet ouvrage, cité dans l'édition de 1778-1781 (et pourquoi pas dans la 1re édition, 1751-1771), Mme Hassler passe en revue plusieurs autres articles et insiste d'une part sur les grandes théories linguistiques du siècle des lumières et d'autre part sur l'importance de ce grand ouvrage pour le nouveau jugement que la société porta sur la valeur des arts et des sciences. Richard BAUM traite de la préoccupation des scientifiques au siècle des lumières pour la réforme et le perfectionnement de la nomenclature de la chimie, tout en prenant soin de la pureté linguistique. Ce double souci ce constate dans le fameux mémoire de Lavoisier (1787) que Baum présente in extenso.

3. Christian SCHMITT inaugure les *Analytisch-Deskriptive Aspekte* par un exposé sur la langue administrative française d'aujourd'hui, notamment sur l'évolution des titres "préfet" et "commissaire" dès 1792, il aurait pu signaler la création de huit différents titres de "commissai-