

# Structuring Web Bibliographic Resources: An Exemplary Subject Classification Scheme

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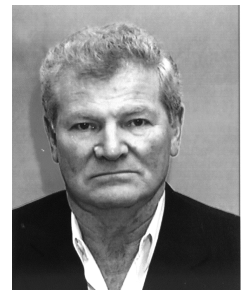
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**ABSTRACT:** The Internet challenges designers of reference resources to structure user interfaces so that they facilitate quick access to bibliographies. Designers can organize bibliographies in chronological order of publication, alphabetical listing by author or title and/or subject-headings; or can follow a subject classification scheme from the relevant field. Chronological order of publication and alphabetical listings of authors and titles are the simplest ways to organize bibliographic materials, but these methods usually fail to present the thematic relations among the various items. The subject classification is the most systematic presentation, but the most complicated to develop. This study explores the subject classification model, elaborates its rationale, demonstrates an exemplary faceted subject classification scheme grounded in solid scientific foundations, and clarifies the scientific foundations of the three-phase structuring methodology that was utilized. The exemplary classificatory model is a seven-facet subject classification scheme designed for classifying scholarly papers in the field of Logotherapy. The study, in particular the scientific structuring methodology, provides an example for structuring bibliographic resources in the social sciences, as well as in other academic fields.



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## 1. Introduction

The Internet has become an invaluable resource of information for scholars and practitioners in all academic fields, as is reflected by the increasing number of library bibliographic resources, Web sites of academic journals, and e-journals. Many of these sites enable users to search their huge databases by browsing through structured lists of papers designed to facilitate easy and efficient information retrieval.

There are several models for structuring bibliographic resources on the Web. Designers can organize

bibliographies by chronological order of publication, alphabetically by author (author index), title (title index) and/or subject headings (subject index), or follow a subject classification scheme of the relevant field.

Here are some examples taken from web sites of scholarly journals. Chronological listings of issues are utilized by *Knowledge Organization* (<http://index.bonn.iz-soz.de/~sigel/ISKO/KO-TOCs.html>) and the *Journal of the American Society for Information Science* (<http://www.asis.org/Publica>

tions/JASIS/tocs.html). Author indexes are used in the *Journal of Artificial Intelligence Research* (<http://www.cs.washington.edu/research/jair/contents/by-author.html>), and *Issues in Science and Technology Librarianship* (<http://www.library.ucsb.edu/istl/authors.html>). A title index is implemented by *The Journal of Conceptual Modeling* (<http://www.inconcept.com/JCM/listbytitle.html>). Subject indexes are used in *Social Service Review* (<http://www.journals.uchicago.edu/SSR/indexes/subj-index.html>) and *The Public Access Computer Systems Review* (<http://info.lib.uh.edu/pr/bysub.htm>). Finally, the subject classification model is utilized in *The Journal of Universal Computer Science* ([http://www.iicm.edu/jucs\\_articles\\_by\\_category](http://www.iicm.edu/jucs_articles_by_category)).

In May 2000 we surveyed a randomly selected sample of 100 web sites of scholarly journals. We found that 96 (96%) journals utilized the chronological model, 11 (11%) utilized author indexes, four (4%) utilized subject indexes, one (1%) utilized a title index, and one (1%) utilized a subject classification scheme. Four journals out of the 100 (4%) used no model at all. Note that 11 journals utilized more than one model. All of the journals that organized the papers for their readers utilized the chronological order of issues as a basis for the structuring (96%), and eleven (11%) used two models. Consistently, the second model was the author index. Six journals implemented three models (6%). The third model was a subject index (4%), a title index (1%), or a subject classification scheme (1%).

Each of these five models has its advantages and limitations. The chronological order of issues and the alphabetical listings of authors and titles are the simplest ways to organize bibliographic materials. In fact, they can be implemented automatically. However, these three thrifty ways usually fail to present the thematic relations among the relevant papers.

By contrast, the two subject-based models (an alphabetical subject index and a subject classification scheme) facilitate access to papers by presenting the thematic relations among them. These two models differ in two features, the number of the categories and the systematic presentation of the thematic relations. Generally, author indexes have higher numbers of categories; and subject classification schemes are more systematic (whether they are faceted or enumerative). Note that the concept of "subject classification scheme" in this study refers to the structured division of the subject domain, with its main divisions and sub-divisions.

An alphabetical index of subject-headings and keywords facilitates quick access to papers related to the specified subject headings. Subject headings are especially useful when the user is familiar with the subject matter and can easily identify the relevant subject headings. However, utilizing this enumerative classificatory structure compels the developers to be familiar with the subject matter, to identify the significant subject headings, and accurately to index the papers.

A subject classification, on the other hand, facilitates information retrieval based on a thematic division of the information domain. It is especially useful for searching information in a well-defined subject context (Zins, 2000) when the information domain is divided into main sections. Furthermore, subject classification enables lay users, as well as professionals, to understand the structure of the subject domain and the conceptual relations among the major parts of the relevant body of knowledge. However, designing a subject classification scheme is too complicated and time consuming because it compels designers to structure the subject domain by mapping the structural relations among its key parts.

Subject classification schemes are usually products of teamwork and cooperation among experts who represent different fields of expertise. This particular study exemplifies this notion. This study is interdisciplinary, the collaborative effort of two colleagues at the University of Haifa: an information scientist and a Logotherapist (social worker). In a sense, a subject classification scheme is a compromise between diversified and very often contradictory considerations regarding the subject matter, the media, the prospective users, the environmental, and organizational conditions, and the like. Indeed, the classification scheme often reflects the explicit interests and hidden agendas of the participating experts.

The subject matter specialist plays an important role in this ensemble. He or she represents the various subject matter perspectives and considerations. Symbolically, the expert represents colleagues in the field and their diversified conceptual, theoretical, empirical, and methodological positions relating to the subject matter. Apparently, the various perspectives culminate in the knowledge outline of the field that he or she presents to his or her colleagues in the multi-disciplinary and multi-perspective developing team.

The specific knowledge outline that the subject matter expert brings to the developing panel is no more than an optional knowledge structure. The expert does not reveal an existing structure, but rather

constructs it in his or her mind. Knowledge structuring is a product of an intellectual enterprise. Still, it should adequately represent the disciplinary perspective. It should be systematic, comprehensive, updated, and scientifically valid.

The current study aims to demonstrate the development of an exemplary systematic and scientifically valid subject classification scheme, which adequately represents the academic perspective of the subject matter, discusses its rationale, and clarifies the scientific foundations of the three-phase structuring methodology that was utilized. The exemplary scheme is designed for classifying scholarly papers in the field of Logotherapy. Logotherapy is a theory of psychotherapy that is based on the principle of guiding the clients to solve their psychological difficulties by searching for meaning in their lives.

## 2. Subject Classification Schemes of Logotherapy

So as not to "reinvent the wheel," we had to review previous classification schemes of Logotherapy, both on the Internet and off the Internet. We explored a total of 22 resources of four types. These are (1) library and encyclopedic classification schemes; (2) General Web classified directories; (3) Special Web Logotherapy resources, and (4) scholarly books on Logotherapy. The first two types are general classification schemes. The last two are special resources on Logotherapy. None of these resources offers a systematic and comprehensive knowledge outline of the field; some don't even mention Logotherapy at all.

The first group, the general classification schemes, includes the three leading library classification schemes: the *Library of Congress Classification* (LCC) (1998), the *Dewey Decimal Classification* (DCC) (Dewey, 1996), and the Web version of the *Universal Decimal Classification* (UDC) (NISS, 1999). The LCC is probably the most common scheme in the academic world owing to the leading position of the Library of Congress Classification system in academic libraries. The DDC is the most common classification system in public and school libraries. The UDC is common in British libraries. Besides the printed versions of the classification schemes we reviewed three related Internet classification projects, namely *CyberStacks*, which utilizes the LCC, *CyberDewey*, which utilizes the DDC, and *NISS*, which utilizes the UDC. In addition to the three library schemes we explored the *Propedia* volume of the *Encyclopedia Britannica* (Adler, 1993). The *Propedia* is the most significant knowl-

edge outline designed for classifying encyclopedic entries.

The second group of resources consists of six Internet classified directories. This group includes major Internet gateways and portals such as *Britannica Internet Guide*, *Excite*, *LookSmart*, *WWW Virtual Library*, *Yahoo*, and the social science subject directory *SocSig*. The third group is comprised of three web resources that specialize in Logotherapy and Existential Psychology: the journal of the Viktor Frankl Institute (*Journal des Viktor Frankl Instituts, JVI*), *Viktor Frankl Library and Memorabilia*, and *Viktor Frankl (Tracy Marks's site)*. The fourth group consists of seven scholarly and introductory books on Logotherapy, namely *Man's Search for Meaning* (Frankl, 1963), *The Doctor and the Soul* (Frankl, 1967), *The Will to Meaning* (Frankl, 1985), *Logotherapy for the Helping Professional* (Guttman, 1996), *The Pursuit of Meaning* (Fabry, 1984), *Meaningful Living* (Lukas, 1986a) and *Meaning in Suffering* (Lukas, 1986b). As noted, none of the 22 resources examined offers a systematic and comprehensive knowledge outline of Logotherapy.

## 3. Methodology

The scientific validity of knowledge structuring is based on the scientific validity of the structuring methodology. Since knowledge structuring is an intellectual activity aimed at organizing the knowledge domain, it is based on two generic elements, the content of the knowledge domain and the a priori relevant concepts. Consequently, from an epistemological perspective knowledge structuring can be based either on an empirical study of the field (i.e., taxonomy), or on logical analysis of concepts (i.e., typology).

Hjørland (1998, Albrechtsen & Hjørland, 1997) classifies classification methods according to four fundamental approaches: empiricism, rationalism, historicism, and pragmatism. In fact, historical-based and pragmatic-based methods are grounded in empirical methodology, so they can be viewed as cases of empirical methods rather than as distinct types.

In this study the structuring followed a qualitative three-phase research methodology. The first phase utilizes a rationalistic methodology, while the second and the third utilize empirical methodologies. The first phase was a conceptual modeling that was based on a phenomenological analysis of the social service phenomenon. A phenomenological analysis is an analysis of the studied phenomenon for its basic characteristics. In phase two, the conceptual skeleton was elaborated and adjusted to the field of Logotherapy by

a grounded theory methodology. Grounded theory methodology is a general research methodology for developing theory – in this case, model structuring – that is grounded in data systematically gathered and analyzed (Strauss & Corbin, 1994). The data used for grounding the modeling were the seven scholarly books mentioned above. Finally, in phase three, we tested the model by classifying 216 papers published in two scholarly journals. The classification was based on a review of the entire full text. First, we classified all of the 109 papers published in the *Journal des Viktor Frankl Instituts, an International Journal of Logotherapy and Existential Analysis (JVFI)*. The journal was published between 1993 and 1998, and was considered to be the most important scientific journal exclusively dedicated to Logotherapy. We then classified all the 107 papers published in *The International Forum for Logotherapy Journal of Search for Meaning (IFLJ)* in the same years – 1993 and 1998.

The third phase, testing the model, was part of the structuring process, and resulted in refining the model. The validity of the model required that every one of the 216 papers, which were systematically gathered to ground the structuring, be placed in at least one category. In the final version of the model, each paper has at least one relevant category. Some papers, however, were placed in more than one category. All papers were classified by one of the authors of this paper, who is an expert in the field of Logotherapy, on the basis of full text analysis.

#### 4. The Model

**Logotherapy.** For readers who are not familiar with Logotherapy we need to clarify the concept. Logotherapy is a theory of human behavior and a methodology for dealing with various psychological difficulties. It was formulated by Austrian psychiatrist Viktor Frankl, the world-famous author of *Man's Search for Meaning*, who also called it “The Third School of Viennese Psychology,” following the schools of his two teachers and role models, Freud and Adler. Frankl claimed that human beings are primarily motivated by the need to find meaning in life, and thus utilize the unique human capacities that are embodied in the noetic, or spiritual, dimension. Among these capacities are self-transcendence and self-detachment, which Frankl used to develop his major methodologies for treating various neuroses and psychoses.

According to Frankl, meaning is value-related. It is actualized in the freedom of choice and the corre-

sponding responsibility for the choices taken. Frankl developed unique therapeutic methodologies for dealing with problems in living, addictions, aggressions, and depressions, among them paradoxical intention and de-reflection. Frankl's theories have been elaborated by his many followers, for example, Fabry, Lukas, and Guttman, and are being utilized by a growing number of social workers, psychologists, nurses, educators, and other members of the helping professions.

**Overview.** The three-phase research methodology produced a seven-facet hierarchical three-level knowledge outline (see Figure 1). The seven facets are: Foundations (or meta-knowledge), Therapist, Environment, Organization, Problem, Treatment-method, and Client. Most facets are composed of a three level hierarchical structure; for instance:

- |                    |           |
|--------------------|-----------|
| 1. Foundations     | (level 1) |
| A. Theory          | (level 2) |
| (1) Philosophy     | (level 3) |
| (2) Psychology     | (level 3) |
| (3) Anthropology   | (level 3) |
| B. History         | (level 2) |
| (1) Prior to WWII. | (level 3) |
| (2) Post WWII.     | (level 3) |

Nevertheless, in some cases we used fewer levels of subclassification. In two cases, Research History and Research Methodology, we found it necessary to refine the classification, and, as a result, we added a fourth level of topical subdivision.

The first part, Foundations, is unique. Its rationale is based on philosophical grounds rather than on the phenomenological analysis of Logotherapy, as is the case with parts 2 to 7. The necessity of the meta-knowledge section is derived from the philosophical implication of the *Incompleteness Theorem*, which was formulated by the mathematician Kurt Godel, in 1931 (Godel, 1931). Godel's theorem indicates that it is logically impossible to form an axiomatic system without assuming additional postulates. By accepting this implication, we realize that theoretically it is impossible to formulate a self-sufficient explanation that is exclusively based on the phenomenological analysis. Consequently, the additional meta-knowledge section is a necessary foundation in the knowledge construction of the field of Logotherapy. Meta-knowledge is knowledge about knowledge and includes epistemological, methodological, conceptual, theoretical, historical and practical postulates, principles, and guidelines regarding the relevant body of knowledge.



As noted, parts 2 to 7 are based on the phenomenological analysis of Logotherapy. The logotherapeutic treatments are part of human services. Zins (1999) identified six key elements common to all human services: the provider, the recipient, the environment, the organization, the need, and the type of service. Every service is an interaction between the provider and the recipient effectuated through four media: the environment, the organizational framework, the needs addressed by the service, and the type of service. By adjusting the generic terminology to the context of Logotherapy one can define six basics essential for characterizing the logotherapeutic phenomenon: the therapist, the environment, the organization, the problem, the treatment-method, and the client. Every therapy is an interaction between the therapist and the client effectuated through four media: the milieu, the organizational framework, the problem, and the therapeutic method. A comprehensive conception of Logotherapy should refer to these six basics.

**Foundations.** The meta-knowledge part of the model is composed of theory, history, research, and education. The theoretical background of Logotherapy combines three bodies of disciplinary knowledge: philosophy, psychology, and anthropology. The history of the field is divided into two periods: before and after World War II. Prior to WWII Logotherapy was mainly "a one person field", Viktor Frankl. After WWII it was recognized by the academic community, and Logotherapy attained its status as an established academic field (Fabry, 1984; Frankl, 1967, 1969).

Logotherapy research is divided into history and methodology. Its history falls into three periods: pre-1960s, 1961-1980, and 1981 on (Guttman, 1996); its two methodologies are the quantitative and the qualitative. The education section refers to the academic education and professional training of therapists. Logotherapy education embodies theory and training.

**Therapist.** The therapist element addresses the therapist's personality traits, value orientation, theoretical knowledge, and logotherapeutic experience. There are three relevant personality traits: optimism, spiritual inclination, and humor. The value orientation of the therapist is basically humanitarian and egalitarian. The therapist's theoretical knowledge should consist of general humanist knowledge, professional knowledge in the field of expertise (i.e., medicine, psychology, social work, etc.), and logotherapeutic theoretical knowledge. In addition, the therapist is expected to have logotherapeutic experience.

**Environment.** This element usually refers to the social, political, or religious perspective, regarding the specific therapeutic community or the societal realm. Social, political, or religious environments of specific therapeutic communities are characterized as permissive or restrictive. Social, political, or religious milieus of society by and large can be characterized as open or closed. Logotherapy cannot be practiced in non-democratic environments since it requires recipients to have freedom and choice. Therefore, there is no Logotherapy in totalitarian regimes.

**Organization.** Theoretically, logotherapists can be affiliated with governmental, public, and private sectors; with profit and nonprofit organizations. Currently, most therapists work in the private sector and are affiliated with academic institutions.

**Problem.** Logotherapy deals mostly with four types of psychological problems: existential vacuum, addictions, neuroses, and psychoses. Existential vacuum implies a feeling of aimlessness and emptiness. This vacuum cries out to be filled. Those who are unable to fill their lives by finding a meaning are apt to pay a price in the form of psychiatric symptoms, and they suffer from anxiety and depression (Guttman, 1996). Addictions are dependencies on various substances, such as drugs, alcohol, and tobacco (smoking). Neuroses treated by logotherapists are phobias and obsessive-compulsive behaviors. Logotherapy may also be utilized as an additional therapeutic approach in the treatment of various forms of psychoses, such as schizophrenia, manic and depressive reactions, etc.

**Treatment method.** The treatment methods element is divided into two sections: major approaches and techniques. There are two major logotherapeutic approaches, namely Paradoxical intention and De-reflection. Paradoxical intention is particularly relevant in the treatment of phobic obsessive-compulsive behaviors. Common to these behaviors is anxiety and fear of the possible actualization of the behavior that produces the anxiety. Paradoxical intention means "to take the wind out of the sails of the phobia" and to bring about a change of attitude toward the phobia (Guttman, 1996).

De-reflection is based on the human capacity for self-detachment from internal and external situations by taking a stand on those conditions and situations and by a reorientation toward the unique meaning of life of a given patient. The major therapeutic techniques are Socratic dialogue, Attitude modification, and Crisis intervention.

Attitude modification refers to change in client behavior by his or her gaining self-confidence, by active participation in the treatment process, and by attainment of social, economic, and organizational supports and resources that affect attitudes. This technique is aimed at relieving the clients' distress and despair by widening and strengthening their meaning orientation and helping them discover new potentials.

Modification of attitudes and crisis intervention are based on gaining distance from the symptoms that cause distress and despair; changing unhealthy attitudes to more healthy ones; and searching for new meanings.

**Client.** Clients are divided into individuals, groups, and communities. Each requires different

treatment techniques, but common to all is the basic logotherapeutic approach of belief in the value of the human being, his/her uniqueness and freedom of choice, along with responsibility for decisions taken.

**Model validation.** As noted, the model was tested and validated by classification of the 109 papers published in *JVFI* (see figure 2) and the 107 papers published in *IFLJ* (see figure 3). Finally, we classified the combined list of 216 papers (see figure 4). The alphabetical list of the papers published in *JVFI* is presented in Appendix A. The alphabetical list of papers published in *IFLJ* is presented in Appendix B.

<p><u>1. Foundations</u></p> <p><u>A. Theory</u></p> <p>(1) Philosophy</p> <p>(2) Psychology</p> <p>(3) Anthropology</p> <p><u>B. History</u></p> <p>(1) Prior to WWII.</p> <p>(2) Post WWII.</p> <p><u>C. Research</u></p> <p>(1) History</p> <p>a. Pre 1960</p> <p>b. 1961-1980</p> <p>c. 1981 on</p> <p>(2) Methodology</p> <p>a. Quantitative</p> <p>b. Qualitative</p> <p><u>D. Education</u></p> <p>(1) Theoretical</p> <p>(2) Training</p> <p><u>2. Therapist</u></p> <p><u>A. Personality Traits</u></p> <p>(1) Optimism</p> <p>(2) Spiritual Inclination</p> <p>(3) Humor</p> <p><u>B. Value Orientation</u></p> <p>(1) Humanism &amp; Egalitarianism</p> <p><u>C. Theoretical Knowledge</u></p> <p>(1) General Humanistic</p> <p>(2) Professional (i.e., medicine, psychology, social work)</p> <p><u>D. Logotherapeutic Experience</u></p>	<p><u>3. Environment</u></p> <p><u>A. Social, Political &amp; Religious</u></p> <p>(1) Community</p> <p>(2) Society</p> <p><u>4. Organization</u></p> <p>(Private, Public, Governmental)</p> <p><u>5. Problem</u></p> <p><u>A. Existential Vacuum</u></p> <p>(1) Existential neurosis</p> <p><u>B. Addictions</u></p> <p>(1) Dependencies (i.e., drugs, alcohol, smoking, etc.,)</p> <p><u>C. Neuroses</u></p> <p>(1) Phobias</p> <p>(2) Obsessive- Compulsive Behaviors</p> <p><u>D. Psychoses</u></p> <p>(1) Schizophrenia</p> <p>(2) Manic-depressive behavior</p> <p><u>6. Treatment method</u></p> <p><u>A. Major Approaches</u></p> <p>(1) Paradoxical Intention</p> <p>(2) De-reflection</p> <p><u>B. Techniques</u></p> <p>(1) Socratic Dialogue</p> <p>(2) Attitude Modification</p> <p>(3) Crisis Intervention</p> <p><u>7. Client</u></p> <p><u>A. Individual</u></p> <p><u>B. Group</u></p> <p><u>C. Community</u></p>
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Figure 1: Subject Classification Scheme of Logotherapy

Foundations	Theory	Philosophy	Beg & Beg [64]; Bokmann [85]; Bulka [31]; Fabry [105]; Fizzotti [106]; Frankl [24]; Guttman [87]; Klingberg [39]; Krasko [76]; Kreitmeir [45]; Kurz [33]; Levinson [86]; Loewy [22]; Moody [49]; Newhouse [84]; Opoczynska [69]; Seifert [46]; Sugimoto [104]; Vitz [57]; Zsok [28].
		Psychology	DuBois [17]; Estrada [5]; Frankl [11], [32]; Jochum [108]; Guttman [16], [75]; Lukas [52], [80]; Malcomess [36]; Pacciolla [19]; Schuberth [47]; Steiger-Ronner [107]; Stoffels [7].
		Anthropology	Dienelt [93]; Kerz [58]; Ramovss [63].
	History	Prior to WWII	Fizzotti [41]; Kalmar [40].
		Post WWII	Acevedo [42]; Akerberg [29]; Dienelt [3]; Fabry [96]; Fabry, & Lukas [43]; Frankl [98]; Guttman [94]; Hammer [48]; Hiller & Eissing- Christophersen [37]; Klestil [50]; Klingberg Jr. [10], [97]; Leontiev [4].
	Research	History	Guttman, D. [59].
		Methodology	Hildegard & Freitas [60]; Wurm [100].
	Education	Theoretical	Dienelt, [70]; Frank [25]; Freiherr [61]; Guttman [30]; Lukas [38]; Melich [6]; Radtke [53]; Tarner [26].
		Training (Practices)	Fizzotti [55]; Frank [62]; Lukas [1]; Starck [8].
Therapist	Personality Traits	Optimism	Lukas [65].
		Spiritual Inclination	
		Humor	Gorl [35]; Gottfried Jochum [34]; Guttman [99].
	Value Orientation	Humanism & Egalitarianism	Ascher [88]; Bresser [18]; Fizzotti [89]; Freundorfer [78]; Gruber [44]; Long [92]; Lukas [91]; Mori [95]; Schippan [74]; Scully [90]; Trstenjak, [56]; Vesely [109].
	Theoretical Knowledge	General Humanistic	
		Professional (i.e., medical)	
		Logo-therapeutic	Fizzotti [2]; Kalmar [77].
	Logotherapeutic Experience		
Environment	Social, Political & Religious	Community	Punzi [12].
		Society	
Organization			
Problem	Existential Vacuum	Depression	
	Addictions	Dependencies	
	Neuroses	Phobias, Compulsive	
	Psychoses	Schizophrenia	
Treatment Methods	Major Approaches	Paradoxical Intention	Grundtner [20]; Weyrich [71].
		De-reflection	
	Techniques	Socratic Dialogue	
		Attitude Modification	Pintos [15].
		Crisis Intervention	Long [72]; Lukas [14].
Client	Individual		Barnes [13]; Berti & Schneider-Berti [21]; Boschemeyer [73]; Guttman, [68]; Hadinger [67]; Lukas [23]; Noyon [102]; Opoczynska [51].
	Group		Berti & Schneider-Berti [66]; Borbona [79]; Gulgoz, et. al., [101]; Guttman [27], [81]; Kern [9]; Klein [82]; Opoczynska [83]; Scherler, Lajunen, & Lieban-Kalmar [103]; Simms [54].
	Community		

Figure 2: Subject Classification of Papers Published in the Journal des Viktor Frankl Instituts, an International Journal of Logotherapy and Existential Analysis (JVFI)

Foundations	Theory	Philosophy	Asagba [6]; Barnes [20]; Eisenberg [63]; Farby [36]; Haines [4]; Harris [90]; Long [46]; McKillop [1]; Pelt [104]
		Psychology	Gould [44]; Lantz [87]; Leslie [16]; Moore [95]; Pelt [26]; Shantal [98]
		Anthropology	Leslie [40]
	History	Prior to WWII	Fabry [56]
		Post WWII	Humberger [39]; Kalmar [42]; Lantz [47]; Leslie [60]; Leslie [76]; Lukas [35]
	Research	History	
		Methodology	Hutzell & Finck [23]; Reker [24]; Sappington, Goodwin & Palmatier [69]; Shek [7]; Shek [32]; Stanich [52]; Waisberg & Starr [102]
	Education	Theoretical	Addad [30]; Dansart [13]; Estes [79]; Kannady [8]; Rice & Young [96]; Van Pelt [15]; Walters [48]; Wilson [80]; Wong [107]; Wright [61]
		Training (Practices)	Eisenberg [43]; Estes & Welter [21]; Hirsch [41]; Hirsch [92]; Kannady [31]; Lantz [72]; Morrison [106]; Rice & Sianjina [50]; Wilson [22]
Therapist	Personality Traits	Optimism	Frankl [91]
		Spiritual Inclination	Frankl [91]
		Humor	Frankl [91]
	Value Orientation	Humanism & Egalitarianism	Frankl [91]; Goodenough [66]; Leslie [2]
	Theoretical Knowledge	General Humanistic	
		Professional	Lukas [99]
		Logo-therapeutic Experience	
Environment	Social, Political & Religious	Community	
		Society	Asagba [70]; Fabry [83]; Welter [73]
Organization			Ernzen [84]; Westermann & Gennari [103]; Wintz [78]
Problem	Existential Vacuum	Depression	Shields [64]
	Addictions	Dependencies	De La Flor [82]; Haines [81]; Rutkowski [14]; Ungar, Hedgins & Ungar [93]; Walters [3]; Young & Rice [100]
	Neuroses	Phobias, Compulsive	Hooper, Walling & Joslyn [71]
	Psychoses	Schizophrenia	
Treatment Methods	Major Approaches	Paradoxical Intention	Yoder [33]
		De-reflection	Crumbaugh & Henrion [17]
	Techniques	Socratic Dialogue	Khatami [37]; Ungar [75]
		Attitude Modification	Asenjo [101]; Brown [12]; Monaghan [67]; Salthouse [97]
		Crisis Intervention	Freeman [55]; Hirsch [28]; Kass [58]; Kass [74]; Long [88]; Lukas [9]
		Other Techniques	Bercovitch [53]; Crumbaugh [45]; Crumbaugh [57]; Heines [77]; Henrion [38]; Hutzell & Lantz [29]; Lantz [10]; Westermann [5]
Client	Individual		Abrami [85]; Lantz [94]; Leslie [34]; Welter [54]
	Group		Berti & Berti [25]; Lantz [59]; Lantz & Lantz [19]; Magen, Birenbaum & Perry [65]; Sappington & Kelly [49]; Shek [105]; Stefanich [62]; Welter [11]
	Community		Clark [51]; Giovinco & Mc Dougland [27]; Welter [11]

Figure 3: Subject Classification of Papers Published in the International Forum for Logotherapy, Journal of Search for Meaning (IFLJ)



Foundations	Theory	Philosophy	Asagba [6]; Barnes [20]; Beg & Beg (64); Bokmen (85); Bulka (31); Eisenberg [63]; Fabry (105); Farby [36]; Fizotti (106); Frankl (24); Guttman (87); Haines [4]; Harris [90]; Klingberg (39); Krasko (76); Kreitmer (45); Kurz (33); Levinson (86); Loewy (22); Long [46]; McKillop [1]; Moody (49); Newhouse (84); Opocynzka (69); Pelt [104]; Seifert (46); Sugimoto (104); Vitz (57); Zsok (28)
		Psychology	Dubois (17); Estrada (5); Frankl (11); Gould [44]; Guttman (16); Guttman (75); Jochum (108); Lantz [87]; Leslie [16]; Lukas (52); Lukas (80); Malcomess (36); Moore [95]; Pacciola (19); Pelt [26]; Shantall [98]; Schuberth (47); Steiger-Ronner (107); Stoffels (7)
		Anthropology	Dienelt (93); Kerz (58); Leslie [40]; Ramovs (63)
	History	Prior to WWII	Fabry [56]; Fizotti (41); Kalmar (40)
		Post WWII	Acavedo (42); Akerberg (29); Dienelt (3); Hiller & Eissing-Christophersen (37); Fabry (96); Fabry & Lukas (43); Frankl (98); Guttman (94); Hammer (48); Humberger [39]; Kalmar [42]; Klestil (50); Klingberg (10); Lantz [47]; Leontiev (4); Leslie [60]; Leslie [60]; Lukas [35]
	Research	History	Guttman (59)
		Methodology	Hildegards & Freitas (60); Hutzell & Finck [23]; Reker [24]; Sappington, Goodwin & Palmatier [68]; Shek [7]; Shek [32]; Stanich [52]; Waisberg & Starr [102]; Wurm (100)
	Education	Theoretical	Addad [30]; Dansart [13]; Dienelt (70); Estes [79]; Frank (25); Freiherr (61); Guttman (30); Kannady [8]; Lukas (38); Melich (6); Radtke (53); Rice & Young [96]; Tarner (26); Van Pelt [15]; Walters [48]; Wilson [80]; Wong [107]; Wright [61]
		Training (Practices)	Eisenberg [43]; Estes & Welter [21]; Fizotti (55); Frank (62); Hirsch [41]; Hirsch [92]; Kannady [31]; Lantz [72]; Lukas (1); Morrison [106]; Rice & Sian-jina [50]; Starck (8); Wilson [22]
Therapist	Personality Traits	Optimism	Frankl [91]; Lukas (65)
		Spiritual Inclination	Frankl [91]
		Humor	Frankl [91]; Gori (35); Guttman (99); Jochum (34)
	Value Orientation	Humanism & Egalitarianism	Ascher (88); Bresser (18); Fizotti (89); Frankl [91]; Freundorfer (78); Goode-nough [66]; Gruber (44); Leslie [2]; Long (92); Lukas (91); Mori (95); Schippan (74); Scully (90); Trstenjak (56); Vesely (109)
	Theoretical Knowledge	General Humanistic	
		Professional	Lukas [99]
		Logo-therapeutic Experience	Fizotti (2); Kalmar (77)
Environ-ment	Social, Political & Religious	Community	Punzi (12)
		Society	Asagba [70]; Fabry [83]; Welter [73]
Organiza-tion			Ernzen [84]; Westermann & Gennari [103]; Wintz [78]
Problem	Existential Vacuum	Depression	Shields [64]
	Addictions	Dependencies	De La Flor [82]; Haines [81]; Rutkowski [14]; Ungar, Hedgins & Ungar [93]; Waiters [3]; Young & Rice [100]
	Neuroses	Phobias, Compulsive	Hooper, Walling & Joslyn [71]
	Psychoses	Schizophrenia	

(continued on next page)

Treatment Methods	Major Approaches	Paradoxical Intention	Grundtner (20); Weyrich (71); Yoder [33]
		De-reflection	Crumbaugh & Henrion [17]
	Techniques	Socratic Dialogue	Khatami [37]; Ungar [75]
		Attitude Modification	Asenjo [101]; Brown [12]; Monaghan [67]; Pintos (15); Salthouse [97]
		Crisis Intervention	Freeman [55]; Hirsch [28]; Kass [58]; Kass [74]; Long [88]; Long (72); Lukas [9]; Lukas (14)
		Other Techniques	Bercovitch [53]; Crumbaugh [45]; Crumbaugh [57]; Heines [77]; Henrion [38]; Hutzell & Lantz [29]; Lantz [10]; Ungar [89]; Westermann [5]; Wong [86]
Client	Individual		Abrami [85]; Barnes (13); Berti & Schneider-Berti (21); Boschemeyer (73); Guttman (68); Hadinger (67); Lantz [94]; Leslie [34]; Lukas (23); Noyon (102); Opoczynska (51); Scherler et. al. (101); Welter [54]
	Group		Berti & Berti [25]; Berti & Schneider-Berti (66); Borbona (79); Gulgoz et.al. (101); Guttman (27); Guttman (81); Kern (9); Klein (82); Lantz [59]; Lantz & Lantz [19]; Magen, Birenbaum & Perry [65]; Opoczynska (83); Sappington & Kelly [49]; Scherler, Lajunen & Lieban-Kalmar (103); Shek [105]; Simms (54); Stefanich [62]; Welter [11]
	Community		Clark [51]; Giovinco & Mc Dougland [27]; Welter [11]

\* The numbers in square brackets [ ] stand for JVFL. The numbers in round brackets ( ) stand for IFLJ.

Figure 4: Subject Classification of the combined articles in both Journals

## 5. Discussion and Conclusion

The advantages of subject classification schemes for organizing Internet resources has been discussed in the literature (e.g., Bremmer, Day, Hiom, Koch, Peereboom, Poulter & Worsfold, 1997; Mackie and Burton, 1999; McIlwaine & Williamson, 1999; Molholt, 1995; Norton, 1999). It has also been practically acknowledged by the increasing number of projects aimed at utilizing library and academic based classification schemes (McKiernan, 1998, 1999, 2000; Woodward, 1996), and by numerous commercial Internet gateways, portals, and classified directories.

Subject classification schemes have apparent advantages over the other models for organizing bibliographic materials such as the chronological order of publications, alphabetical listings of authors (author index), titles (title index), and subject-headings (subject index). The superiority of the subject classification scheme, as a systematic knowledge outline of the field, becomes self-evident when one compares the five models in *Classification Schemes of Logotherapy: An Exemplary Web Structured Resource in Human Services* (2000) (<http://research.haifa.ac.il/~welfare/logoscm.htm>) which was developed especially for this paper. It also spontaneously emerges in a comparison of figures 2, 3, and 4 with Appendices A and B. The subject classification scheme, unlike the other models, enables developers of bibliographic resources, in the Internet and outside of the Internet, to facilitate

information retrieval by stressing the thematic relations among the various bibliographic items and the relational place of each item in the thematic structure of the subject domain.

However, the importance of this study for information science goes beyond a demonstration of the advantages of subject classification schemes to facilitate efficient information searching and intelligible structuring of bibliographic resources. We have succeeded in developing a scheme that enables lay users, as well as professionals, to understand the structure of the subject domain and the conceptual relations among the major parts of the relevant body of knowledge. This understanding is due to the fact that the structuring was essentially based on a phenomenological analysis of the subject domain.

But the fundamental significance of this study goes even farther, culminating in the overall structuring methodology, which offers an example for the development of classificatory structures that are systematic, comprehensive, updated, and scientifically valid.

The model that has been developed is indeed systematic, comprehensive, updated, and scientifically valid. Note, however, that it reflects personal interpretations of the concept of the relevant field. The phenomenological analysis of Logotherapy, like any phenomenological analysis, is based by its very nature on philosophical, professional, and ideological tenets of the subject-matter expert. The subjective interpretations, which are inherent in phenomenological

analysis, as well as in grounded theory qualitative research methodology, do not imply that the model is arbitrary and irrational and is not scientifically valid. The model presented here is scientifically valid. Yet it is an optional model; it is decidedly not the one ultimate model.

The scientific validity of the model lies in the impartiality of the systematic scientific structuring methodology. This is crucial. The scientific validity of a subject classification is grounded on the scientific validity of the structuring methodology. A scientifically valid scheme differs from a non-scientifically valid scheme not by the structure, which can be identical, but by the structuring methodology.

As noted, this study followed a qualitative three-phase methodology. The first phase was a conceptual modeling based on a phenomenological analysis of the social service phenomenon. The second phase was the application to Logotherapy of the grounded theory methodology. The data used for grounding the modeling were seven scholarly books on Logotherapy. The third phase was the testing of the model by classifying 216 papers published in two scholarly journals.

One can claim that the model is not updated since most of the books we used in the second phase appeared prior to the 1990s. Note that we grounded the structuring on analysis of relevant resources that were systematically gathered. This is the essence of the grounded theory methodology. We could not ignore relevant material, regardless of the date of the publication. In the third phase of the study we balanced the selection by using only papers written in the 1990s.

Systematic knowledge outlines are invaluable to scholars and practitioners in the relevant field. They map the accumulated knowledge and specify the basic components of the key concepts. Apparently, knowledge schemes prepare the theoretical ground for academic education design, determine a prospective agenda for future research, enable educators and librarians to formulate reading lists, and facilitate quick access to relevant information. In addition, comprehensive models provide the means to evaluate presently available knowledge stored in information systems and Web resources. To illustrate this, figure 2 shows that the presently available knowledge in *JVFI* centers on three areas, namely foundations, therapist's value orientation, and the client, while the other areas are by and large ignored.

Note that the testing of the model in the third phase, as it is reflected in figures 2, 3, and 4, was part of the structuring process, and was not aimed at

evaluating the two journals or at reviewing current knowledge of the field of Logotherapy. The model was tested by classifying each paper to see if it fit into at least one of the categories. This was the ultimate criterion for the validation of the model.

To conclude, this study explored the subject classification model, elaborated its rationale, demonstrated an exemplary faceted subject classification scheme grounded in solid scientific foundations, and clarified the scientific foundations of the three-phase structuring methodology that was utilized. The exemplary classificatory model is a seven-facet subject classification scheme designed for classifying scholarly papers in the field of Logotherapy. This study, particularly the scientific structuring methodology, provides an example for structuring bibliographic resources in the social sciences, as well as in other academic fields, both on the Internet and outside the Internet.

## Appendix A

Papers Published in the *Journal des Viktor Frankl Instituts, an International Journal of Logotherapy and Existential Analysis (JVFI)*

(The numbers in square brackets indicate the chronological order)

- Acevedo, G., (1995), 3(1), Viktor Frankl en la Argentina: su primer contacto con America [42]
- Akerberg, H. (1994), 2(1), Viktor E. Frankl and Logotherapy in Sweden – A Historical Note [29]
- Ascher, L. M., (1998), 6(1), Humility Lived [88]
- Barbona, N., (1997), 5(2), Logotherapeutic Interventions, the Course of Illness and Immunology in HIV Patients [79]
- Barnes, R. C., (1993), 1(2), Finding Meaning in Unavoidable Suffering [13]
- Berti G.A. & Schneider-Berti, A., (1994), 2(1), When Your Child Dies: Logotherapy and Self-Help Groups [21]
- Beg M. & Beg S., (1996), 4(1), Logotherapy and the Vedantic View of Life and Mental Well-Being [64]
- Berti, G. A. & Schneider-Berti, A., (1996), 4(2), Mutual Help and Logotherapy: From Despair to Logos [66]
- Bockmann, W., (1997), 5(2), Logotherapy and Theory of Meaning [85]
- Boschemeyer U., (1997), 5(1), Hope after Separation [73]
- Bresser B., (1993), 1(2), Perception of Values, or Detection of Meaning? [18]

- Bulka, R. P., (1994), 2(2), Logotherapy Confronts Kevorkianism [31]
- Dienelt, K., (1993), 1(1), The German Reunification as a Spiritual Problem [3]
- Dienelt, K. (1996), 4(2), No End of Education – Discussion of Neil Postman's Arguments [70]
- DuBois, J.M., (1993), 1(2), Eclecticism, Evidence, and Logotherapy: A Study on the Foundations of Human Psychology, with Special Reference to the Contributions of Viktor Frankl [17]
- Dienelt, K., (1998), 6(1), In Search of the Anthropological Foundation of Pedagogics [93]
- Estrada, J. H., (1993), 1(1), Identity Crisis and Logotherapy [5]
- Fabry, J. & Lukas, E. , (1995), 3(1), In Pursuit of Logos. Correspondence with Viktor Frankl [43]
- Fabry, J., (1998), 6(1), Remembering Viktor Frankl [96]
- Fabry, J. (1998), 6(2), Common Truths with Eastern Religions [105]
- Fizzotti, E., (1993), 1(1), Suicide: Between Existential Vacuum and Search for Meaning [2]
- Fizzotti, E., (1995), 3(1), Prolegomena of a Rehumanized Psychotherapy in the Writings of the Young Viktor Frankl 1923-1942 [41]
- Fizzotti, E., (1995), 3(2), Solidarity as Search for Meaning. The Contribution of Logotherapy in the Training of Volunteer Helpers [55]
- Fizzotti, E., (1998), 6(1), "If I do not do it, who should do it?" [89]
- Fizzotti, E., (1998), 6(2), Religion, Healing, and Meaning of Life [106]
- Frank H., (1996), 4(1), Counteracting Infantilism in School and Society [62]
- Frankl, V. E., (1993), 1(1), The Case for the Rehumanisation of Psychotherapy [11]
- Frankl, V. E., (1994), 2(1), Remarks on the Pathology of Zeitgeist [24]
- Frank, H., (1994), 2(1), In Search of Meaning: New Challenges for Pedagogics [25]
- Frankl, V. E., (1994), 2(2), Facing the Transitoriness of Human Existence [32]
- Frankl, V. E., (1998), 6(1), Man Alive [98]
- Freiherr, B., (1996), 4(1), Value or Exchange Value – Can the Market Do Everything? [61]
- Freundorfer, E., (1997), 5(1), Reflections on the Meaning of Kate's Dying [78]
- Gorl, H. , (1994), 2(2), Humour, Personality, and Health [35]
- Gruber, M. (1995), 3(1), Approaching Viktor Frankl [44]
- Grundtner, F., (1993), 1(2), Overcoming Conflict and Contradiction – Paradoxical Intention [20]
- Guttman D., (1993), 1(2), On the Relationship between Meaning-in-Life and Excessive Behaviors among the Active Elderly in Israel [16]
- Guttman, D., (1994), 2(1), Meaningful Aging: Establishing a Club for Survivors of the Holocaust in Hungary [27]
- Guttman, D., (1994), 2(2), Meaningful Social Work: Logotherapy for the Helping Professional [30]
- Guttman, D., (1996), 4(1), Research in the Service of Logotherapy [59]
- Guttman, D., (1996), 4(2), The Meaning of the Moment and Existential Guilt [68]
- Guttman, D., (1997), 5(1), "Homo Elector" and "Homo Patiens": Fate, Choice, Suffering, and Meaning in the Works of Szondi and Frankl [75]
- Guttman, D., (1997), 5(2), Logotherapeutic and Schicksalsanalytic Approaches to Disability and to Change, and Their Relevance for Social Work with the Disabled [81]
- Guttman, D., (1998), 6(1), Last visit to the Holy Land by the Frankls [94]
- Guttman, D., (1998), 6(2), Witz und Humor in der Logotherapie [99]
- Guttman, G., (1998), 6(1), "Without a fixed point in the future humans are not really capable of existing" [87]
- Hadinger B. (1996), 4(2), Fear of Others, Fear of Oneself: Forever Shy? [67]
- Hammer, B., (1995), 3(1), Viktor Frankl and Medicine [48]
- Hildegard C. & Freitas V., (1996), 4(1), Experimental Investigation of the Collective Neurosis' Symptomatology [60]
- Hiller, W. & Eissing-Christophersen C., (1994), 2(2), The Viktor E. Frankl House in Alt-Moelln [37]
- Jochum, G., (1994), 2(2), The Healthy Smile – Seriousity and Humour in Paradoxical Intention [34]
- Jochum, G., (1998), 6(2), Archetype and Noos Viktor Frankl vs. C. G. Jung on the metaphysical roots of human existence [108]
- Kalmar, S. S., (1995), 3(1), Childhood and Youth in Viktor Frankl's Leopoldstadt [40]
- Kalmar, S. S., (1997), 5(1), About Guilt and Guilt Feelings [77]
- Kern P., (1993), 1(1), Ideas and Opinions of Addicts about Everyday Concepts [9]
- Kerz E., (1995), 3(2), Theories Don't Suffer – Anthropology and Psychotherapy [58]

- Klein, F., (1997), 5(2), The significance of Logotherapy and Existential Analysis for Work with the "Mentally" Disabled [82]
- Klestil, T., (1995), 3(1), Laudatio des Bundespräsidenten anlässlich der Verleihung des "Grosen Goldenen Ehrenzeichens mit dem Stern für Verdienste um die Republik Österreich" an Viktor Frankl [50]
- Klingberg, H. jr., (1993), 1(1), Logotherapy Then and Whenever: A Personal Reflection [10]
- Klingberg, H. jr., (1995), 3(1), Tracing Logotherapy to Its Roots [39]
- Klingberg, H. jr., (1998), 6(1), Defying the Danube [97]
- Krasko, G., (1997), 5(1), Viktor Frankl against Sigmund Freud [76]
- Kreitmeir, C., (1995), 3(1), Karl Jaspers and Viktor Frankl – A Philosophical-Psychological comparison [45]
- Kurz, W., (1994), 2(2), Logotherapy and Theology [33]
- Leontiev, D., (1993), 1(1), Existential Analysis of the Meaning Crisis in Russia and Theoretical Considerations on the Meaning of Life [4]
- Levinson, J. I., (1998), 6(1), On Becoming a Man: Memories of Viktor Frankl [86]
- Lieban-Kalmar V., (1998), 6(2), A Way to Help the Learning Disabled Help Themselves [103]
- Loewy, E. H., (1994), 2(1), Of Ethics, Medicine and Suffering: Examining an Emerging Field [22]
- Long, J. L. Jr., (1997), 5(1), Crisis Intervention and Beyond: Using Logotherapy to Transcend the Trauma [72]
- Long, J., (1998), 6(1), A Logotherapeutic Tribute to Viktor Frankl [92]
- Lukas, E., (1993), 1(1), Logotherapeutic Training and Self-Experience – a Contradiction? [1]
- Lukas, E., (1993), 1(2), An Example of Logotherapeutic Crisis Intervention [14].
- Lukas, E., (1994), 2(1), The Case Linek – Analysis of a Therapeutic Dialogue [23]
- Lukas, E., (1994), 2(2), Who Is the Fraud? – Objection against a Defamation of Logotherapy [38]
- Lukas, E., (1995), 3(2), The Borderline Syndrome in the Perspective of Frankl's Dimensional Ontology [52]
- Lukas E., (1996), 4(2), "Look back in Anger"? Biased Judgement of Past Events and Its Consequences for Psychotherapy [65]
- Lukas, E., (1997), 5(2), Correlating the ICD-10 Clinical/Diagnostic Scheme with Logotherapeutic Terminology [80]
- Lukas, E., (1998), 6(1), Letter to the Next Generation of Logotherapists [91]
- Malcomess, R., (1994), 2(2), Logotherapy as a Focal Short-Term Psychotherapy in a Clinic for Dermatology and Rheumatology [36]
- Melich, J. C., (1993), 1(1), Education and Meaning. On Viktor Frankl's Pedagogical Anthropology [6]
- Moody, P. C., (1995), 3(1), "Man's Search for Meaning", a Nurturing Counterbalance for Despair [49]
- Mori, H., (1998), 6(1), "The Honor to Help" [95]
- Newhouse, C. J., (1997), 5(2), Meaning: An Outward Search [84]
- Noyon, A., (1998), 6(2), Suicidality: Analysis of a Perplexing Phenomenon [102]
- Opoczynska, M., (1995), 3(2), Becoming a Person in Schizophrenia [51]
- Opoczynska, M., (1996), 4(2), The Case for the Existential Approach to Psychotherapy [69]
- Opoczynska, M., (1997), 5(2), Identity Crisis in Schizophrenia and Ways of Overcoming It [83]
- Pacciolla, A., (1993), 1(2), The Unconscious in Religiosity, Spirituality, and Morality [19]
- Pintos, C.G., (1993), 1(2), What is Behind Depression among the Elderly? Logotherapy and the Treatment of Geriatric Depression [15]
- Punzi, I., (1993), 1(2), AIDS – A Challenge to Logotherapy [12]
- Radtke, N., (1995), 3(2), Logotherapy in Logopaedics [53]
- Ramovss J., (1996), 4(1), Logotheoretic Elements of Anthropohygiene [63]
- Scherler H. R., Lajunen, T. & Gulgoz, S., (1998), 6(2), A Comparison Study of Finnish and Turkish University Students on the Existential Scale [101]
- Schippian, I., (1997), 5(1), Approaches to Counseling, Care, and Therapy for Parents of Drug Risk and Drug Dependent Youths [74]
- Schuberth, R. H., (1995), 3(1), Zeitgeist and Meaning of Life. On the Importance of Existential Analysis and Logotherapy [47]
- Scully, M., (1998), 6(1), "Facing Our Fate without Flinching" [90]
- Seifert, J. (1995), Meaning in Philosophy and Psychology [46]
- Simms, G., (1995), 3(2), Realistic Expectations [54]
- Starck, P. L., (1993), 1(1), Logotherapy: Application to Nursing [8]
- Steiger-Ronner, A., (1998), 6(2), Noos is Origin, Is Precondition, Not Result [107]



- Stoffels, H., (1993), 1(1), Terror Landscapes of the Soul. Chances and Limits of a Psychotherapy of the Persecuted [7]
- Sugimoto, M. R. (1998), 6(2), The Experience of Time and Meaning in Zen Buddhism [104]
- Turner, N. L., (1994), 2(1), Possibilities and Conditions of Integral Education for Older Citizens: A Pedagogic Proposal [26]
- Trstenjak, A., (1995), 3(2), My Ways to Logotherapy [56]
- Vesely, F., (1998), 6(2), Bemerkungen zu Alfred Lengles Buch: "Viktor Frankl – Leben und Wirkung" [109]
- Vitz, P. C., (1995), 3(2), The Relevance of Viktor Frankl to Post-Modern Theory [57]
- Weyrich, S. (1996), 4(2), Paradoxical Intention as Therapy for Speech Impairment in Children [71]
- Wurm, C. S. E., (1998), 6(2), Empirical Research and the Noetic Dimension [100]
- Zsok, O., (1994), 2(1), Logotherapy and Music – Variations on the Complementarity of Meaning and Melos [28].

## Appendix B

Papers Published in *the International Forum for Logotherapy Journal of search for Meaning (IFLJ)*

(The numbers in square brackets indicate the chronological order)

- Abrami, L. M., (1997), 20(2), Conversations with Terminally Ill Patients [85]
- Addad, M., (1994), 17(2), Self-Transcendence in the Schools [30]
- Asagba, R., (1993), 16(1), Logotherapy's Knowledge and Wisdom [6]
- Asagba, R. B., (1996), 19(2), The Pursuit of Democracy in Nigeria [70]
- Asenjo, B., (1999), 22(1), Raison d'être in Recovery: Sobriety, Service and Sense of Purpose [101]
- Barnes, R. C., (1994), 17(1), Finding Meaning in Unavoidable Suffering [20]
- Bercovitch, H. S., (1995), 18(2), Self-Awareness Therapy for Prisoners [53]
- Berti, G. & Schneider-Berti, A., (1994), 17(2), When an Offspring Dies: Logotherapy In Bereavement Groups [25]
- Brown, H. P., (1993), 16(2), Tools for Logotherapist: A Twelve-Step Spiritual Inventory [12]
- Clark, G., (1995), 18(2), Meaning in the Workplace as Social Change [51]

- Crumbaugh, J. C., (1995), 18(1), Logotherapy as Love Therapy [45]
- Crumbaugh, J. C., (1996), 19(1), Logotherapy Revisited as Love Therapy [57]
- Crumbaugh, J. C. & Henrion, R., (1994), 17(1), The Ecce Home Technique: A Special case of Dereflection [17]
- Dansart, B. R., (1993), 16(2), Logophilosophy: Compass for an Embattled Education [13]
- De La Flor, A. N., (1997), 20(1), Meaning Levels and Drug Abuse Therapy: An Empirical Study [82]
- Eisenberg, M., (1995), 18(1), Israel Students Live Logotherapy [43]
- Eisenberg, M., (1996), 19(1), The Death of a Logotherapist [63]
- Ernzen, F. I., (1997), 20(2), Teaching Children Peace Making Skills [84]
- Estes, K., (1997), 20(1), Logotherapy in Counselor Education: Important but Neglected [79]
- Estes, K. & Welter, P., (1994), 17(1), The University Department as a Base For Promoting the Study and Practice of Logotherapy [21]
- Fabry, J., (1997), 20(2), Logotherapy in the Third Millennium [83]
- Fabry, J., (1995), 18(1), Prescription for Survival [36]
- Fabry, J., (1996), 19(1), What's Not in Frankl's Books [56]
- Frankl, V. E., (1998), 21(1), Historical Frankl Articles From "Uniqueness": A Psychiatrist Looks at Love; Some Thoughts on the "Painful Wisdom"; Meaning is Available to Everyone; Turning Suffering into a Triumph [91]
- Freeman, S. J., (1995), 18(2), Crisis Intervention and Logotherapy: A Case Study [55]
- Giovinco, G. & McDougald, J., (1994), 17(2), Logotherapy: A Journey into Meaning for People with AIDS [27]
- Goodenough, R. W., (1996), 19(2), Legal Responsibility of Logotherapists [66]
- Gould, W. B., (1995), 18(1), Boundaries and Meaning [44]
- Haines, P. E., (1997), 20(1), Addiction Recovery: Transcending the Existential Root of Relapse [81]
- Haines, P. E., (1993), 16(1), Meaning and Life's Trials: An Avenue of Hope [4]
- Harris, W. M., (1997), 20(2), Meaning of Grief [90]
- Heines, K. D., (1997), 20(1), Experience with Logotherapy and Existential Analysis in a Hospital for Psychiatry, Psychotherapy, and Neurology [77]
- Henrion, R., (1995), 18(1), Loganalysis for Future Survival in a Violent Society [38]

- Hirsch, B. Z., (1996), 19(2), Comparison of Logotherapy and Brief Therapy [69]
- Hirsch, B. Z., (1994), 17(2), Logotherapy in School Crisis Situation [28]
- Hirsch, B. Z., (1995), 18(1), The Application of Logotherapy in Education [41]
- Hirsch, B. Z., (1998), 21(2), The Application of Logotherapy in Public Education [92]
- Hooper, R. I., Walling, M. K. & Joslyn, W. D., (1996), 19(2), Logotherapeutic Principles in the Treatment of Panic Attacks with Agoraphobia: A Case Study [71]
- Humberger, F. E., (1995), 18(1), Logotherapy and the Globalization of Industry [39]
- Hutzell, P. R. & Finck, W. C., (1994), 17(1), Adapting the Life Purpose Questionnaire for Use with Adolescent Populations [23]
- Hutzell, R. R. & Lantz, J., (1994), 17(2), Uses of Hypnosis in Logotherapy [29]
- Kalmar, S. S., (1995), 18(1), Viktor Frankl Speaks of His Life [42]
- Kannady, G., (1993), 16(1), Meaning Amidst Chaos: The Challenge of the 21-st Century [8]
- Kannady, G., (1994), 17(2), Rethinking Logotherapy Training Needs [31]
- Kass, J., (1996), 19(1), Coping with Life-Threatening Illness Using a Logotherapeutic Approach – Stage 1: Health Care Team Interventions [58]
- Kass, J., (1996), 19(2), Coping with Life-Threatening Illness Using a Logotherapeutic Approach – Stage 2: Clinical Mental Health Counseling [74]
- Khatami, M., (1995), 18(1), Existential Therapy for Chronic Pain [37]
- Lantz, J., (1995), 18(2), Frankl and Marcel: Two Prophets of Hope for the 21st Century [47]
- Lantz, J., (1996), 19(2), Logotherapy Training: The Worthington Model [72]
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