Some of the important changes have occurred in the other tables too, especially in Table 3, Subdivisions for Individual Literatures... (p.389-414, Vol.1). Now, instead of two, the DDC has three subtables: 3-A, 3-B, and 3-C, the latter being in fact a subsubtable as it is mostly to be used when instructed in Table 3-B and to some extent also in 808-809. This further furcation makes its applications direct and simplified.

Format and presentation of the text has been improved in elegance and operation. The three major summaries have been relocated to the second volume. Moreover, throughout the text there are more multilevel summaries especially in dense schedules such as 620 Engineering, 630 Agriculture, 370 Education. Multilevel summaries are provided for eight major divisions and for the Area Table for Europe and North America. With such multilevel summaries, the structure of the entire class can be seen at one glance. In locating numbers, this is time saving, and subjects the schedules to a less flipping of pages and thus to less wear and tear.

Under each entry copious definitional, scope and instructional notes have been appended. Centered headings are now flagged typographically by the symbol in the number column. Optional numbers are given in parentheses, e.g., Indian English literature (828.9935).

The *Manual on the Use of the DDC* (Forest Press, 1982) has been incorporated into the DDC (Vol.4, p.731-968) and is referred to at the appropriate headings. The manual is the blue book of the policies and interpretations of the DDC at the Decimal Classification Division. With its many maps and flow charts it is a unique and laudable feature of the DDC. Also, it comes as a handy guide to the classifiers. Since in every classification system, class numbers are liable to varying interpretations, such an official manual will promote uniformity in the use of the system in different libraries throughout the world.

In order to meet the long standing demand of the users especially outside the English speaking world, the Editor's introduction has notably been made simple and brief. "This Introduction is written primarily for the novice or beginning classifiers, although the experienced classifier may benefit from reviewing its contents" (Introduction, 1.1). The entire Editor's Introduction (I, p.XXV-1) has been divided into small sections with feature headings and section numbers. It has added to the convenience of referring to the instructions.

Its index, an integral part of the system, and acknowledged as Dewey's other innovating contribution to library science, has now been substantially trimmed from 1216 pages in DDC-19 to only 730 in DDC-20. This has been accomplished without imparing its efficiency. It is a result of intensive research that had been undertaken by the editor and his team on the use and retrieval efficiency of the relative index of the DDC. All "see" references have been replaced by direct entries, e.g., by looking at both "birds" and "aves" one reaches 598. Also, synthesised number abundantly present in the DDC-19 index, have been axed restricting it as an index to terminology of the schedules. Abbreviations occurring in all of the seven tables have been replaced by their number, e.g., ss, and area in the index of DDC-19 are now replaced by T1 and T2 respectively. The advantage is obvious.

The new edition on permanent paper and in maroon buckam binding is attractive to look at and comparatively easy to use. The size of the pages has been a bit reduced by lessening margins on all sides thus leaving little space for personal notes on the margin. Many librarians will regret this. J.Comaromi has furthered the tradition of innovation and user's convenience set by the illustrious predecessor B.A.Custer, now Editor Emeritus.

The DDC will play its role also in the information society of the 21st century with envisaged less paper libraries. Maybe, DDC-21 is amongst the first few important events of the library and information world at the beginning of the 21st century. In that case the symbolism may not merely be a coincidence. It will reflect its manifested urge to live through adaptability, and to serve the users by embracing needed modernization.

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SHARMA, Pandey S.K.: **Universe of Knowledge and Research Methodology.** Delhi: Ken Publication 1990. XII,165p.

Knowledge is librarian's stock-in-trade. The study of the nature of knowledge is as important to an information scientist as the study of anatomy to a surgeon. Its implications in information handling are too numerous. S.R.Ranganathan is a pioneer in the studies on modes of knowledge growth. In the year 1948 Ranganathan developed and got introduced a course entitled "Developments and Structure of the Universe of Subjects" in the master degree curriculum of the University of Delhi. He had an abiding interest in this field, and always delved deep into it obtaining fresh results. His announced book on the subject, however, was never published. The work has been continued by his schoolmen at DRTC, Bangalore and elsewhere. The late Professor Jesse H.Shera (1903-1982) lauds this as Ranganathan's everlasting "intellectual contribution to the underlying philosophy of librarianship"[1]. Ranganathan still dominates the Indian library school curricula both in contents and influence. Almost all Indian library schools have introduced the paper "Universe of Knowledge" clubbed with "Research Methodology" to make out of this a full length course for the master degree curriculum. Over the years the spirit and objectives of the paper have got clouded and many colleagues now disparagedly differ on the contents of this paper. Student do not know what exactly they are to learn; what sort of questions will be put to them; and, what will subsequently help them in their information work. Consequently, four books[2-5] written on the subject in India vary from history of scholarship to the history and growth of various disciplines, even to the anthropological evolution of man and culture since prehistoric times. The situation has not become very clear despite the

deliberations of a national seminar on the teaching of the Universe of Knowledge held in 1986 at Hyderabad. Interpretations of the contents of this paper vary and some of the contents are irrelevant for library trainees.

Dr.SHARMA's textbook provides the students with some more relevant readings. It has been written strictly from the student viewpoint. As the title suggests, it is a bifocal book. The chapters A/E are on the Universe of Knowledge, its definition, scope, nature, relations with other subjects, and the modes of knowledge growth. An important chapter focusses on number, order, and scope of main classes in UDC, DDC, and Colon Classification systems. A serious omission is the Bliss Classification and to some extent the Library of Congress Classification. It provides more of a cut and dried curriculum reading than any scholarly and comparative study on the nature of main classes and on the inherent relations between the conceptual classification and the universe of subjects. The author simply rehashes Ranganathan's views in a lucid and simple language. The book having arisen from a series of extension lectures to library science students, the author is successful now in communicating with the wider audience. Even examples are homely. Diagrams and illustrations further help to comprehend the text.

The other part of the book (chapters G/H) is devoted to Research Methodology. It explains types of research with brief explanations of each method. It concludes with a valuable chapter on the organization of research in India. About 95% of the R&D activities in India are government funded. As back as 1958, the Indian Parliament adopted the Science Policy Resolution on the initiative of India's first Prime Minister and Visionary Statesman Jawaharlal Nehru (1889-1964). This chapter gives an overview of the major research institutions and the information systems to feed them (p.133-136). Reviewing the purpose of research in India, the author laudingly ascribes it to the pursuit of Truth, Welfare, and Beauty. Here, he ignores India mindlessly joining the rat race to explore space and venturing into high-tech war weapons while some hundred million of illiterate and hungry Indians look with a resigned fate towards GOD for their daily subsistence. Nor talks he of the poor quality of Indian research despite the fact that India has the third largest R&D manpower in the world. There are so many factors which militate against creating an embracing environment for research workers in India. It is time to ponder: Why so much of it and so diluted?

The text closes with two model research designs both on library problems. One is the author's own Ph.D. research design. It may be of practical help to the prospective doctoral students of Indian universitities. The book is usefulf or Indian students and expecxtedly it will find favour with them.

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**References**

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2 Aggarwal, D.S.: Lectures on universe of knowledge. Delhi: Academic Publications 1985. 166p.
3 Khanna, J.K., Vashisth, K.K.: Knowledge: Evolution, structure and research methodology. New Delhi: Ess Ess 1985. 519p.
4. Rajan Pillai, C.V.: Universe of knowledge: nature and dimensions. Trivandrum: Velicham Publications 1983. 64p.
5 Sharma, J.S.: Knowledge: its origin and growth from earliest times to the present. New Delhi: Sterling 1978. 156 p.

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**Towards the Millenium.**

**Library Catalogues for the Nineties**

The Cataloguing and Indexing Group of the (British) Library Association will hold its Annual General Meeting combined with a Residential Weekend Seminar at Pollock Halls, University of Edinburgh, July 13-16, 1990. The keynote paper will be given by Peter BROPHY, Lancashire Polytechnic on "General trends and prospects for the nineties". The six further papers will be: (Speaker from UK Office for Library Networking): Network systems in the US. – Henry NEANEY, Glasgow University Libtrary: A UK national bibliographic network. – Janet MITCHELL, OCLC Europe: Who will provide a national bibliographic network? – Douglas ANDERSON: Standards for access in the OPAC age. – Jack MEADOWS, Loughborough University: The Wall comes tumbling down – and the electronic barriers are raised. – (Speaker to be confirmed): European developments. – For further information turn to Ms.Mabeth CURRY, Database Management, Edinburgh City Libraries, Central Library, George IV Bridge, Edinburgh EH1 1EG, U.K.

**2nd Summer School for Information Science, Konstanz**

The University of Konstanz Department for Information Science announced its "2.Sommerschule der Informationswissenschaft", to be held in Konstanz from 3-7 Sept.1990. It is organized in collaboration with the Gesellschaft für angewandte Informationswissenschaft e.V. Its professors are: Dr.Rainer KUHLEN, Dr.Herbert STOYAN, Dr.Ulrich REIMER, and Mr.Peter Dambon, Dipl.Inform. There are courses on Knowledge Representation; Introduction into logic programming with PROLOG; Hypertext: Design principles and applications; and Introduction into object-oriented programming exemplified by SmallTalk. – For further information contact Mr.Beck, Sekretariat Informationswissenschaften, Universität Konstanz, Postfach 5560, 7750 Konstanz 1.