HØEDT, Jørgen; TURNER, Robin (Eds.): 'The World of LSP'. Copenhagen: The LSP Centre, Copenhagen School of Economics. 1981. 223 p. ISBN 87-17-03369-1.

The LSP Centre at the Copenhagen School of Economics was established by UNESCO in order to support its program on Anthropology and Language Science in Educational Development (ALSED). The Centre has attempted to establish a network of institutions engaged in specialized language research and teaching. This volume brings together a listing by country of all these institutions so that, among other purposes, anyone included in the list could more easily enter into correspondence with others sharing a common interest.

While disclaiming any pretension to completeness, the work does list 157 institutions in 38 countries. Each entry contains, in principle, 14 categories of information, divided into two main parts: (1) research, and (2) courses. In addition to the names and addresses of institutions and researchers, the schedule calls for information about current and past research, courses taught, at what level, in what languages, and for what subject fields or areas of specialization. Somewhat disappointingly, many categories in a large portion of the entries have not been filled in — they are left open so that material can be added by hand.

Rather complete details, however, are provided for some important centres. Among these are, of course, the Foreign Language Faculty and Language Department of the Copenhagen School of Economics and Business Administration. Their activities include research on terminology and the maintenance of a terminology bank, plus courses on terminology. Other terminologically oriented programs are described at Laval University in Quebec, Canada (unfortunately quite out of date now); Infoterm and the Wirtschaftsuniversität in Vienna, Austria; the six-language terminology bank (EURODICAUTOM) in Luxembourg, for the European Community; the Tekniska Nomenklaturcentralen (TNC) in Stockholm, Sweden; the Deutsches Institut für Normung (DIN) in Berlin. For the most part, however, the institutions covered in this directory focus their attention on the teaching of particular languages, the preparation of teaching materials, and research into related pedagogical problems, including the analysis of special language texts.

An important distinction may be noted here between the preoccupation reflected in "LSP" contexts with the analysis and teaching of existing special language materials and, by contrast, the concerns that are a focus of attention for those interested in "language planning" and the development of special languages and terminologies in order to meet the needs of authors working in these languages. No doubt the former serves a much larger constituency, but the latter is more directly relevant to the concerns of subscribers to *International Classification*.   Fred W. Riggs

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GOR'KOVA, V.I. (Ed.); FID/DT (Committee on Terminology of Information and Documentation): Essential Problems in Terminology for Informatics and Documentation. Frequency terms lists.
Moscow: All-Union Institute of Scientific and Technical Information 1982. 212 p. = FID 617

This publication gives the results of an investigation concerning information science terms and their frequencies of occurrence in the subject index of three abstract journals, namely Referativnyj Zhurnal Informatika (1979-1980), Bulletin Signalétique No.101 and Library and Information Science Abstracts (LISA) (1980). The terms found are listed in three rank-oriented arrangements namely (1) the Russian, (2) the French, and (3) the English rank order. Lists (1) and (2) include also the term equivalents in English. In each case the term, frequency number and the rank number is given.

There are 1724 Russian terms ranging from 981 to 1, 646 French terms from 597 to 1 and 964 English terms from 1700 to 1. For each of the three lists also an alphabetical list of terms with their frequencies and ranks is given.

This research was done within the framework of the FID/DT Medium Term Programme with the aim to determine the basic terms in information science and to supply their definitions as well as to produce a trilingual dictionary of terms in Russian, French and English.

In the introduction it is stated that the technical processing was done in the following manner: (1) all vocabulary pieces appearing in the subject indexes, including synonyms, were selected; (2) phrase terms were left intact and recorded as a whole, regarding their integral value, (3) term abbreviations were expanded to their original version, with the abbreviated form added in brackets, (4) proper names were excluded, (5) nonsignificant words, e.g. prepositions, verbs, adjectives, etc. were excluded.

Within the terms listed a certain percentage belongs to the field of classification. I tried to get an idea of how many and which indeed these were and here are my results:

	Russian	French	English
Altogether	1724	646	964
Classif.& index.terms	319	87	104

In Fig.1 the 10 most frequently occurring terms in each language group are given (for Russian and French by their English equivalents):

It would of course be interesting to reflect on these results, namely regarding the differences and the similarities of the terms, the frequencies and the ranking. However, having looked at all of the terms in our field in these three lists, I must confess that I am deeply puzzled and I cannot imagine how on this basis alone a satisfying list of basic concepts and the selection for a trilingual dictionary could be accomplished.

The rather mechanical and also more or less arbitrary method based on the material of only one-to-two years of an abstract journal does not seem to provide the necessary amount of terms for a study on the concepts of such a field. Besides, are the basic concepts indeed those with the highest occurrence frequency of their terms? What is basic in such a highly occurring term like