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, Australiia. 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