

The 1989 recipient of ALA's Margaret Mann Citation for Outstanding Professional Achievement in Cataloging and Classification, Professor Lois Mai Chan is an experienced and noted teacher of knowledge organization and a prolific writer distinguished by clear thinking and lucid expression of the subject. In this its second edition, her already popular book, first published in 1981, has been updated and rewritten to incorporate recent developments ushered in by the telecommunications and electronics environment. Her vast experience and in-depth understanding surfaces in every paragraph of the book.

The book consists of five parts. The first part (Chapt.1, p.1-28), entitled "Bibliographic control and library catalogs" provides a brief introduction to the concept and basic techniques of library catalogues as a technique in bibliographic control putting special emphasis on the MARC format. The second part (Chapters 2-6, p.29-152) on "Descriptive cataloging" describes descriptive cataloguing and the choice of access points, forms of headings of all kinds, and forms of documents to be catalogued according to AACR-2R (1988). It is illustrated with itemized rules interpreted with examples of actual documents reproduced photographically. The MARC field of every element of descriptive cataloguing has also been explained. The third part (Chapters 7-10, p.153-254), entitled "Subject access in library catalogs", deals with subject cataloguing: the need, purpose, and principles of subject headings. The three systems discussed in one chapter each are LC Subject Headings, the Sears List of Subject Headings, and Medical Subject Headings. Also briefly discussed in one chapter each are Derek Austin's PRECIS and BNB's current system COMPASS (Computer Aided Subject System). There is no mention of thesauri, however. The fourth part (Chapters 11-14, p.255-400), "Classification", dwells on classification systems. The first chapter explains briefly the general principles of classification. Predictably this introductory chapter is brief and inadequate by Indian or British standards of emphasis on classification theory. The chapters - one each - on DDC, LCC and the National Library of Medicine Classification, along with their book numbering systems, are quite detailed and comprehensive. Nowhere else will one find a better all-round account of these systems in a space of one chapter each. In a separate chapter, such other systems as UDC, Bliss's BC, Ranganathan's CC, Cutter's Expansive Classification and Brown's Subject Classification are described briefly. The fifth part (Chapters 15-16, p.401-422), entitled "USMARC formats and production of cataloging records", deals with the history and structure of the US machine readable cataloguing system. At the end, there are five appendices besides a glossary of about 160 terms, each defined briefly but clearly.

This is essentially a textbook presented very systematically and consisting of excellently structured chapters with clear feature headings. Each part begins, as a separate feature, with three updated and useful lists of documents categorized as basic tools, background reading matter, and further reading matter. Chapters dealing with practical matters are dotted with exercises for the students, answers to which are given in appendix E, while other chapters list some topics for discussion. The table of contents itself is very analytical. The book

constitutes a most up-to-date, comprehensive and concise presentation of the state-of-the-art in knowledge organization and could profitably be adopted as a class text in any library school of the world. Library schools would do well to base their curriculum on this book. It is not merely student-oriented but equally useful for the practitioners as well. Peerless in its contents and presentation this indispensable book is distinguished by a logical format and a fine get-up.

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Rolf-Peter FISCHER, Manfred BUNDSCHUH: *Praxis der Entscheidungstechnik*. (Practice of Decision Making Techniques) EDV Systementwicklung 2, Ed. by Manfred Bundschuh. Frankfurt: R.G. Fischer Verlag (Orber Straße 30, D-60386). 1994.

The rising tide of uncertainty concerning the future and the rapid growth of complexity to be coped with have led to more and more sophisticated attempts to systematize as well as computerize decision making. A publication of handy size promising to give an overview on the concepts behind decision making will therefore be warmly welcomed. Granted, there are other books on the market serving this purpose. The particular advantages of this one may be considered to lie in its being well-structured, admirably supported by more than a hundred figures and, with proper concentration, easy to grasp, though by no means trivial in nature. As its title indicates, the book is practice-oriented, so that it will find its application, though not exclusively, but rather predominantly in higher education, postgraduate education, and training. With its roughly 150 pages, this volume provides just about the proper degree of overseeability to enable one to decide on the right method in each given case, while in addition providing details for approaching its implementation.

It proves rewarding to read in particular the paragraphs dealing with the fundamental decision-making systems and with the approaches to a typology of methods also from the Knowledge Organization point of view. Decision-making may well serve as an example of fundamental ordering, including as it does such processes as pattern formation and analysis, classification and focussing, evaluation and searching for alternatives. The disposition of the book follows didactical principles. Chapter 1 introduces decision making as a management technique and classifies, on the basis of criteria given, types of decisions and referential modes of decision-making. Chapter 2 inquires into the structural presuppositions behind decisions and thus into the predispositions, chances and natural limits of systematizing and/or algorithmizing the decision-making process. Chapter 3 specifies measures to be taken and tools to be employed. Brief though they are the paragraphs on the nature of modeling and, after the topics of certainty and uncertainty, on the distinction between 'complicated' and 'complex' are worth intensive reading. Regrettably there was no room, in the given context, to elaborate extensively on simulation. May we hope that one of the next publications will dwell on

modeling and simulation, given the increasing practical importance of both these processes?

Of necessity, decision-making is primarily focussed here on problem-solving. Within the wider field of management it might be expanded to include the performance of tasks, the meeting of challenges and the formation of an adequate vision or outlook. Decision-making in a narrower sense is then understood as the nucleus process for the planning of action and the control of performance. Well predisposed as it is, this issue in the given series may lead to a further recommendable booklet. - As is generally the case, reading this book, besides being profitable and informative, stimulates further ideas. This property alone recommends makes this excellently designed publication also recommendable for the reader looking for more general approaches to ordering.

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**KOEDER, Kurt W.: Studienmethodik. Selbstmanagement für Studienanfänger.** (Study methodology. Self-management for study-beginners) 2. überarbeitete und erw. Aufl. WiSt Taschenbücher. München: Verlag Franz Vahlen 1994.

Thesigns on the wall have scarcely faded: too many students, too little capacity on the one side; on the other side a rapid progress in information turnover as well as in the half-life of science and consequently growing amounts of information for the students to cope with often under unfavourable conditions. Variatis variandis teaching suffers from the same fundamental problems. Or, in terms of classification and knowledge organization: How can the capacity of students (and teachers) to acquire knowledge and to retrieve it (not only for examination purposes) be improved, how can their critical evaluation and focussing be enhanced? How may the teacher structure his lectures according to dialogue teaching/learning and hope for better predispositioned, more thoroughly prepared students? The issue, by the way, is not restricted to teaching/learning in (higher) education and further education. Anybody trying to keep pace with changing requests in professional and even private life is well advised to closely inspect his methods of working and self-management. The same holds for any issue of classification and knowledge organization.

Why to review this book as many others with similar titles are already on the market? The reviewer, teaching 'Studienmethodik' (Study Methodology) himself for many years, found publications, though excellent in their other qualities, generally a little too one-sided concerning the guidelines for scientific rules or too general dwelling on attitudes and approaches to learning. What in his opinion is needed should provide at the same time a script accompanying the lecture, an easy-to-browse overview on what should be remembered/ reminded / practiced and, last not least, some rule- and toolbox to be consulted when special requests concerning scientific work, e.g. on how to quote, should turn up. This book, that's why, is coming as near as possible to these idealized requests.

After a short introduction how to use the book rewardingly (0.), the transit from school learning to studying (1.) as well as reference to institutionalized forms available to the study (2.), the text explicates forms of teaching/learning (which functions should never be seen apart from each other) in higher education. The focus lies on active and dialogic modes for their intrinsic value, and in the context of the entire range of modes within the progress of the curriculum. Three pages only inquire into the prerequisites of successful learning: perhaps they can be expanded in the next edition, giving some more detailed advice how to live in order to gain optimum learning efficiency (4.), perhaps rearranging texts from the next chapter (5). Chapter 5 explicates the conditions and the physiological, behavioral, psychological base rules of learning. It well masters the task - not easy to accomplish - to transfer them into clear rules to be obeyed by the student. After these preparatory chapters, Chapter 6 shows, explains, and exemplifies modes and methods of working and study. In addition to the topics which are here a must, the chapter includes a discussion concerning the evaluation of seminar papers, diploma theses, etc. - according to my experience considerably alleviating the evaluation tasks later on of the teacher. It also refers to presentation techniques and, shortly, to rhetorics.

It sounds but trivial: what the professional life students have to be prepared for is not only professional knowledge. It is likewise the ability to apply knowledge in systemic processes of learning, of problem solving, of task accomplishment and, not in the least, of creative development and of innovative control learning. Teaching can accomplish this - often in practice underestimated responsibility - only when the teaching/learning process has been structured accordingly so that it will resemble in itself both modeling and exercising, the process of learning how to learn. Chapter 7 gives advice how this should be accomplished in a continuous further self-upgrading by further self-education. Pensive afterthoughts as to a basic epistemological and methodological re-consideration are summarized in Chapter 8. Chapter 9 presents checklists for efficient learning.

Its inclusive (teachers, learners, purpose, and goal) approaches and methods as well as its didactic properties qualify the book as much for the student as for the teacher, who may learn from it e.g. more on the matching of teaching types. Many parts ought to be read twice.

If there was a wish granted, then I would like to see more simple graphs, e.g. explicating the learning process in relation to the existing matrices and checklists. And, perhaps also, to summarize the practical consequences of each paragraph in a short conclusion perhaps in the form of checklists (although there are also reasons against their introduction). Nevertheless, it will be a pleasure to read the book and to experience both relief and improvement when putting its recommendations to practical use. Needless to point out, that this will apply to anybody who has, in the widest sense, to learn and to improve learning.

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