
Book Reviews

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IFLA cataloguing principles: steps towards an international cataloguing code: report from the 1st IFLA Meeting of Experts on an International Cataloguing Code, Frankfurt, 2003. Edited by Barbara B. Tillett, Renate Gömpel and Susanne Oehlschläger. München: K.G. Saur, 2004. 186 p. (IFLA Series on Bibliographic Control; vol. 26) ISBN 3-598-24275-1.

Cataloguing standardization at the international level can be viewed as proceeding in a series of milestone conferences. This meeting, the first in a series which will cover different regions of the world, will take its place in that progression. The first IFLA Meeting of Experts on an International Cataloguing Code (IME ICC), held July 28-30, 2003 at Die Deutsche Bibliothek in Frankfurt, gathered representatives of almost all European countries as well as three of the four AACR author countries. As explained in the introduction by Barbara Tillett, chair of the IME ICC planning committee, the plan is for five meetings in total. Subsequent meetings are to take place in Buenos Aires, Argentina (held August 17-18, 2004) for Latin America and the Caribbean, to be followed by Alexandria, Egypt (2005) for the Middle East, Seoul, South Korea (2006) for Asia, and Durban, South Africa (2007) for Africa. The impetus for planning these meetings was triggered by the 40th anniversary of the Paris Principles, approved at the International Conference on Cataloguing Principles held in 1961.

Many will welcome the timely publication of the reports and papers from this important conference in book form. The original conference website (details given on p. 176) which includes most of the same material, is still extant, but the reports and papers gathered into this volume will be referred to by cataloguing rule makers long after the web as we know it has transformed itself into a new (and quite possibly not backwards compatible) environment.

The book is organized into four sections: introduction and results; presentation papers; background papers; and an appendix. The introduction by Barbara Tillett serves as a summary and report of the IME ICC meeting itself. The statement of the purpose of

the meeting bears reporting in full (p. 6): "The goal for this meeting was to increase the ability to share cataloguing information worldwide by promoting standards for the content of bibliographic records and authority records used in library catalogues." The next item is a report summarizing the cataloguing code comparisons prepared prior to the conference. As a mechanism for discussion, 18 codes were compared with the Paris Principles, the extent of compliance or divergence noted and discussed by representatives from the respective rule-making bodies. During the meeting the presentation of the comparisons took up half of the first day, but for the detailed responses one must return to the IME ICC website. The published summary is very dense, and difficult to follow if one is not very familiar with the Paris Principles or the codes being compared. The main outcome of the meeting follows, this is the *Statement of International Cataloguing Principles* (draft, as approved Dec. 19, 2003 by IME ICC participants), accompanied by a useful Glossary. The most important contribution of this volume is to serve as the permanent and official record of the Statement as it stands after the first IME ICC meeting. Subsequent meetings will surely suggest modifications and enhancements, but this version of the Statement needs to be widely read and commented on. To this end the website also makes available translations of the Statement into 15 European languages, and the glossary into four languages. Compared to the Paris Principles, this statement covers some familiar ground in the choice of access points and forms of names, but its overall scope is broader, explicitly referring to the role of authority records, entities in bibliographic records and relationships. It concludes with an appendix of "Objectives for the construction of cataloguing codes."

The next section collects three papers, all presented at the meeting by the people best placed to address the topics authoritatively and comprehensively. The first is by John D. Byrum, of the Library of Congress and Chair of the ISBD Review Group, who clearly and concisely explains the history and

role of the ISBDs in "IFLA's ISBD programme: Purpose, process, and prospects." The next paper, "Brave new FRBR world" is by Patrick Le Bœuf, of the Bibliothèque nationale de France and Chair of the FRBR Review Group (a French version is available on the website). Drawing from his extensive expertise with FRBR, Le Bœuf explains what FRBR is and equally importantly is not, points to its impact in the present context of code revision, and discusses insights relevant to the working group topics that can be drawn from FRBR. Closing this section is Barbara Tillett's contribution "A Virtual International Authority File," which signals an important change in thinking about international cooperation for bibliographic control. Earlier efforts focussed on getting agreement about form and structure of headings, this view stresses linking authority files to share the intellectual effort yet present headings to the user in the form that is most appropriate culturally.

The section of background papers starts most appropriately by reprinting the *Statement of Principles* from the 1961 Paris Conference and continues with another twelve papers of varying lengths, most written specifically for the IME ICC. For the published report the papers have been organized to follow the order of topics assigned to the five working groups: Working Group 1 Personal names; WG2 Corporate bodies; WG3 Seriality; WG4 Multivolume/multipart structures; and WG5 Uniform titles, GMDs.

Pino Buizza and Mauro Guerrini co-author a substantial paper "Author and title access point control: On the way national bibliographic agencies face the issue forty years after the Paris Principles," which was first presented in Italian at the November 2002 workshop on Cataloguing and Authority Control in Rome. Issues that remain unresolved are which name or title to adopt, which form of the name or title, and which entry word to select, while choice of headings has become more uniform. The impact of catalogue language (meaning both the language of the cataloguing agency and of the majority of users of the catalogue) on these choices is explored by examining the headings used in ten national authority files for a full range of names, personal and corporate. The reflections presented are both practical and grounded in theory. Mauro Guerrini, assisted by Pino Buizza and Lucia Sardo, contributes a further new paper "Corporate bodies from ICCP up to 2003," which is an excellent survey of the surprisingly controversial issue of corporate bodies as authors, starting with Panizzi, Jewett, Cutter, Dziatzko, Fumagalli, and Lubetzky, through the debate at the Paris Conference,

to the views of Verona, Domanovszky and Carpenter, and work under the auspices of IFLA on the Form and structure of corporate headings (FSCH) project and its review, as well as a look at the archival standard ISAAR(CPF). This paper is the only one to have a comprehensive bibliography.

Ton Heijligers reflects on the relation of the IME ICC effort to AACR and calls for an examination of the principles and function of the concept of main entry in his brief paper "Main entry into the future?" Ingrid Parent's article "From ISBD(S) to ISBD(CR): a voyage of discovery and alignment" is reprinted from *Serials Librarian* as it tells of the successful project not only to revise an ISBD, but also to harmonize three codes for serials cataloguing: ISBD (CR), ISSN and AACR. Gunilla Jonsson's paper "The bibliographic unit in the digital context" is a perceptive discussion of level of granularity issues which must be addressed in deciding what to catalogue. Practical issues and user expectation are important considerations, whether the material to be catalogued is digital or analog. Ann Huthwaite's paper "Class of materials concept and GMDs" as well as Tom Delsey's ensuing comments, originated as Joint Steering Committee restricted papers in 2002. It is a great service to have them made widely available in this form as they raise fundamental issues and motivate work that has since taken place, leading to the current major round of revision to AACR. The GMD issue is about more than a list of terms and their placement in the cataloguing record, it is intertwined with consideration of whether the concept of classes of materials is helpful in organizing cataloguing rules, if so, which classes are needed, and how to allow for eventual integration of new types of materials.

Useful in the code comparison exercise is an extract of the section on access points from the draft of revised RAK (German cataloguing rules). Four short papers compare aspects of the Russian Cataloguing Rules with RAK and AACR: Tatiana Maskhoulia covers corporate body headings; Elena Zagorskaya outlines current development on serials and other continuing resources; Natalia N. Kasparova covers multi-level structures; Ljubov Ermakova and Tamara Bakhurina describe the uniform title and GMD provisions. The website includes one more item by Kasparova "Bibliographic record language in multilingual electronic communication." The volume is rounded out by the appendix which includes the conference agenda, the full list of participants, and the reports from the five working groups.

Not for the casual reader, this volume is a must read for anyone working on cataloguing code development at the national or international levels, as well as those teaching cataloguing. Any practising cataloguer will benefit from reading the draft statement of principles and the three presentation papers, and dipping into the background papers.

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BATLEY, Sue. **Classification in Theory and Practice**. Oxford, England: Chandos Press, 2005. 181 pp. ISBN 1-84334-083-6.

According to the author, there have been many books that address the general topic of cataloging and indexing, but relatively few that focus solely on classification. This compact and clearly written book promises to “redress the balance,” and it does. From the outset the author identifies this as a textbook – one that provides theoretical underpinnings, but has as its main goal the provision of “practical advice and the promotion of practical skills” (p. vii).

This is a book for the student, or for the practitioner who would like to learn about other applied bibliographic classification systems, and it considers classification as a pragmatic solution to a pragmatic problem: that of organizing materials in a collection. It is not aimed at classification researchers who study the nature of classification *per se*, nor at those whose primary interest is in classification as a manifestation of human cultural, social, and political values. Having said that, the author’s systematic descriptions provide an exceptionally lucid and conceptually grounded description of the prevalent bibliographic classification schemes as they exist, and thus, the book could serve as a baseline for further comparative analyses or discussions by anyone pursuing such investigations.

What makes this book so appealing, even to someone who has immersed herself in this area for many years, as a practicing librarian, a teacher, and a researcher? I especially liked the conceptual framework that supported the detailed descriptions. The author defines and provides examples of the fundamental

concepts of notation and the types of classifications, and then develops the notions of conveying order, brevity and simplicity, being memorable, expressiveness, flexibility and hospitality. These basic terms are then used throughout to analyze and comment on the classifications described in the various chapters: DDC, LCC, UDC, and some well-chosen examples of faceted schemes (Colon, Bliss, London Classification of Business Studies, and a hypothetical library of photographs).

The heart of the book lies in its exceptionally clear and well illustrated explanation of each of the classification schemes. These are presented comprehensively, but also in gratifying detail, down to the meaning of the various enigmatic notes and notations, such as “config” or “class elsewhere” notes, each simply explained, as if a teacher were standing over your shoulder leading you through it. Such attention at such a fine level may seem superfluous or obvious to a seasoned practitioner, but it is in dealing with such enigmatic details that we find students getting discouraged and confused. That is why I think this would be an excellent text, especially as a book to hold in one hand and the schedules themselves in the other. While the examples throughout and the practical exercises at the end of each chapter are slanted towards British topics, they are aptly chosen and should present no problem of understanding to a student anywhere.

As mentioned, this is an unabashedly practical book, focusing on classification as it has been and is presently applied in libraries for maintaining a “useful book order.” It aims to develop those skills that would allow a student to learn how it is done from a procedural rather than a critical perspective. At times, though, one wishes for a bit more of a critical approach – one that would help a student puzzle through some of the ambiguities and issues that the practice of classification in an increasingly global rather than local environment entails. While there is something to be said for a strong foundation in existing practice (to understand from whence it all came), the author essentially accepts the *status quo*, and ventures almost timidly into any critique of the content and practice of existing classification schemes.

This lack of a critical analysis manifests itself in several ways:

- The content of the classification schemes as described in this book is treated as fundamentally “correct” or at least “given.” This is not to say the author doesn’t recognize anomalies and shortco-

mings, but that her approach is to work with what is there. Where there are logical flaws in the knowledge representation structures, the author takes the approach that there are always tradeoffs, and one must simply do the best one can. This is certainly true for most people working in libraries where the choice of scheme is not controlled by the classifier, and it is a wonderful skill indeed to be able to organize creatively and carefully despite imperfect systems. The approach is less convincing, however, when it is also applied to emerging or newly developed schemes, such as those proposed for organizing electronic resources. Here, the author could have been a bit braver in at least encouraging less normative approaches.

- There is also a lingering notion that classification is a precise science. For example the author states (p. 13):

Hospitality is the ability to accommodate new topics and concepts in their correct place in the schedules Perfect hospitality would mean that every new subject could be accommodated in the most appropriate place in the schedules. In practice, schemes do manage to fit new subjects in, but not necessarily in their most appropriate place.

It would have been helpful to acknowledge that for many complex subjects there is no one appropriate place. The author touches on this dilemma, but in passing, and not usually when she is providing practical pointers.

- Similarly, there is very little space provided to the thorny issue of subject analysis, which is at the conceptual core of classification work of any kind. The author's recommendations are practical, and do not address the subjective nature of this activity, nor the fundamental issues of how the classification schemes are interpreted and applied in diverse contexts, especially with respect to what a work "is about."
- Finally, there is very little about practical problem solving – stories from the trenches as it were. How does a classifier choose one option over another when both seem plausible, even given that he or she has done a user and task analysis? How do classifiers respond to rapid or seemingly impulsive change? How do we evaluate the products of our work? How do we know what is the "correct" solution, even if we work, as most of us do, assu-

ming that this is an elusive goal, but we try our best anyway?

The least satisfying section of the book is the last, where the author proposes some approaches to organizing electronic resources. The suggestions seem to be to more or less transpose and adapt skills and procedures from the world of organizing books on shelves to the virtual hyperlinked world of the Web. For example, the author states (p. 153-54):

Precise classification of documents is perhaps not as crucial in the electronic environment as it is in the traditional library environment. A single document can be linked to and retrieved via several different categories to allow for individual needs and expertise. However, it is not good practice to overload the system with links because that will affect its use. Effort must be made to ensure that inappropriate or redundant links are not included.

The point is well taken: too much irrelevant information is not helpful. At the same time an important point concerning the electronic environment has been overlooked as well: redundancy is what relieves the user from making precise queries or knowing the "right" place for launching a search, and redundancy is what is so natural on the Web.

These are small objections, however. Overall the book is a carefully crafted primer that gives the student a strong foundation on which to build further understanding. There are well-chosen and accessible references for further reading. I would recommend it to any instructor as an excellent starting place for deeper analysis in the classroom and to any student as an accompanying text to the schedules themselves.

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BOWMAN, J.H. *Essential Dewey*. New York: Neal-Schuman, 2005. 150 p. ISBN 1-55570-544-8.

The title says it all. The book contains the essentials for a fundamental understanding of the complex world of the Dewey Decimal Classification. It is clearly written and captures the essence in a concise and readable style. Is it a coincidence that the mysteries of the Dewey Decimal System are revealed in ten easy chapters? The typography and layout are clear and easy to read and the perfect binding withstood heavy use. The exercises and answers are invaluable in illustrating the points of the several chapters.

The book is well structured. Chapter 1 provides an "Introduction and background" to classification in general and Dewey in particular. Chapter 2 describes the "Outline of the scheme" and the conventions in the schedules and tables. Chapter 3 covers "Simple subjects" and introduces the first of the exercises. Chapters 4 and 5 describe "Number-building" with "standard subdivisions" in the former and "other methods" in the latter. Chapter 6 provides an excellent description of "Preference order" and Chapter 7 deals with "Exceptions and options." Chapter 8 "Special subjects," while no means exhaustive, gives a thorough analysis of problems with particular parts of the schedules from "100 Philosophy" to "910 Geography" with a particular discussion of "Persons treatment" and "Optional treatment of biography." Chapter 9 treats "Compound subjects." Chapter 10 briefly introduces WebDewey and provides the URL for the Web Dewey User Guide http://www.oclc.org/support/documentation/dewey/webdewey_userguide/; the section for exercises says: "You are welcome to try using WebDewey on the exercises in any of the preceding chapters."

Chapters 6 and 7 are invaluable at clarifying the options and bases for choice when a work is multifaceted or is susceptible of classification under different Dewey codes. The recommendation "... not to adopt options, but use the scheme as instructed" (p. 71) is clearly sound. As is, "What is vital, of course, is that you keep a record of the decisions you make and to stick to them. Any option chosen must be used consistently, and not the whim of the individual classifier" (p. 71).

The book was first published in the UK and the British overtones, which may seem quite charming to a Canadian, may be more difficult for readers from the United States. The correction of Dewey's spelling of Labor to Labo[u]r (p. 54) elicited a smile for the championing of lost causes and some relief that

we do not have to cope with 'simplified spelling.' The down-to-earth opinions of the author, which usually agree with those of the reviewer, add savour to the text and enliven what might otherwise have been a tedious text indeed. However, in the case of (p. 82):

Dewey requires that you classify bilingual dictionaries that go only one way with the language in which the entries are written, which means that an English-French dictionary has to go with English, not French. This is very unhelpful and probably not widely observed in English-speaking libraries

one may wonder (the Norman conquest notwithstanding) why Bowman feels that it is more useful to class the book in the language of the definition rather than that of the entry words – Dewey's requirement to class a dictionary of French words with English definitions with French language dictionaries seems quite reasonable.

In the example of *Anglo-French relations before the second World War* (p. 42) the principle of adding two notations from Table 2 is succinctly illustrated but there is no discussion of why the notation is -41044 rather than -44041. Is it because the title is 'Anglo'-'French', or because -41 precedes -44, or because it is assumed that the book is being catalogued for an English library that wished to keep all Anglo relations together?

The bibliography lists five classic works and the School Library Association (UK) website. The index provides additional assistance in locating topics; however it is not clear whether it is intended to be a relative index with terms in direct order or nouns with subdivisions. There are a few cross-references and some double posting. The instruction "(means 'compared with'" (p. 147) seems particularly twee since the three occasions in the index could easily have included the text "*compared with*;" the saving of space is not worth the potential confusion. There is no entry for "displaced standard subdivisions;" one must look under "standard subdivisions" with the subdivision "displaced." There is no entry for "approximating the whole," although "standing room," "class here" notes" and "including" notes" are listed. Both "rule of zero" and "zero" with the subdivision "rule of" are included. The "rule of zero" is really all you need to know about Dewey (p. 122):

Something which can be useful if you are really stuck is to consider the possibilities one digit at

a time, and never put 0 if you can put something more specific.

Be as specific as possible, but if you can't say something good, say nothing. This slim volume clearly follows this advice.

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