rate. Although 81 of 151 questionnaires were returned, the average number of usable responses for 151 of the questions tabulated in the report was 64, or 42 percent. A mortality rate of this order requires some analysis of possible self-selection factors in the non-respondents.

In spite of these limitations, the Markuson study stands as an important contribution to the literature of network utilization and impact. Because of its breadth, the study will no doubt provide baseline comparative data for numerous more narrowly focused studies in the future.

Joseph Nitecki has prepared a report on OCLC utilization in a single library, Temple University. The report includes flow charts of Temple's OCLC interface procedures, Nitecki's analysis of the advantages and disadvantages of OCLC as compared to conventional manual procedures, comparative cost and performance statistics, and a discussion of problems encountered at Temple in using the system.

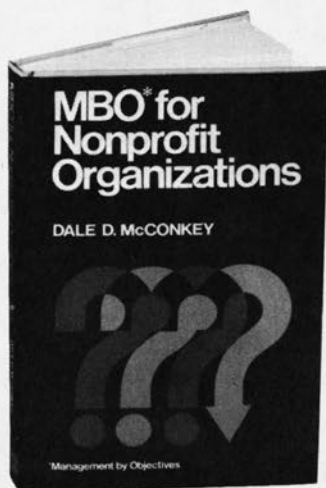Nitecki describes his paper as ". . . the viewpoint of one administrator of one library and is based almost exclusively on personal experience in supervising technical services operations in transition." As such, the usefulness of Nitecki's report is mainly illustrative. To some extent, its flaws are exactly the opposite of the Markuson report— a tendency to over-interpret a limited body of data.

Both reports are of interest to serious students of the impact of bibliographic networks. In addition, the first part of the Markuson report provides an extremely lucid introduction to OCLC's services and mode of operation for librarians still in need of it.—*Joe A. Hewitt, Associate University Librarian for Technical Services, University of North Carolina at Chapel Hill.*

Malinowsky, H. Robert; Gray, Richard A.; and Gray, Dorothy A. *Science and Engineering Literature: A Guide to Reference Sources.* 2d ed. Library Science Text Series. Littleton, Colo.: Libraries Unlimited, Inc. 1976. 368p. $14.00. (LC 76-17794) (ISBN 0-87287-098-7)

"The purpose of a literature guide is to draw a cognitive map of a field of study. In mapping a discipline, an author of a lit-

erature guide seeks to show as precisely as possible the nature of a discipline, the structure of its literature, and the organization of its research procedures, and to provide annotated citations to representative examples of its reference literature. The sources it cites cannot be exhaustive" (p. 41). Thus the authors of this guide provide a useful synopsis of their own publication.

The characteristics of the science-technical literature are diverse, and it is difficult to cover all these while also including titles of representative reference works in the specific fields. This guide not only accomplishes this blend in admirable fashion but adds a third dimension—sketches of the history and nature of the various sciences, with examples of landmark publications. The result is a compilation that library school faculty members will find suitable as a text and that practicing librarians working with science literature will find useful.

The first three chapters cover the sources underlying all disciplines, the primary and secondary forms of scientific literature, and their reference sources. Chapters 4 through 11 cover the various major scientific fields and engineering. Chapter 12 is on the history of science—both general and specific subject reference works. Chapter 13 touches on science library resources and literature searching, with some general references. A bibliography of eight pages cites recent articles, books, and reports on topics of relevance to science librarians. There is an index of bibliographies, indexes, and abstracting services which apply to more than one discipline. The author-title-subject index is well arranged.

The coverage is up-to-date. The annotations give useful clues as to special features and limitations. Both the table of contents and the index provide ready access to the appropriate entries. The typography and layout are commendable. Code numbers assigned to each title allow easy cross-referencing. Over one thousand titles are covered, constituting a basic science reference collection.—*Johanna E. Tallman, Director of Libraries, California Institute of Technology, Pasadena.*

Comaromi, John P.; Michael, Mary Ellen; and Bloom, Janet. *A Survey of the Use of the Dewey Decimal Classification in the United States and Canada.* Prepared for Forest Press, Lake Placid Foundation. Albany, N.Y.: Forest Press, 1975. x,290, 18,20p. $5.00.

Sponsored and issued by the publisher of the Dewey Decimal Classification (DDC) schedules, this survey provides a wealth of information concerning the use of the DDC in the U.S. and Canada. This information was gathered from three sources: questionnaires sent to processing centers and school, public, junior college, college, and university libraries; personal visits to processing centers and large libraries; and questionnaires sent to cataloging and classification instructors. Although this survey was conducted by the University of Illinois Library Research Center, the principal investigator was John Comaromi of Western Michigan University.

Conducted during 1975, this survey offers new data concerning the relative prominence of the DDC and LC systems in American and Canadian libraries. While the vast majority of the respondents were using DDC, nearly two-thirds of the large libraries (those holding 500,000 volumes or more) were using LC.

The heart of this study is a review of the attitudes and practices of the more than 800 respondents who were using DDC. These respondents presented their views on a lengthy list of topics, including such varied matters as DDC phoenix schedules, segmentation of DDC numbers, *DC&*, the classification of biography, reclassification, and the purpose of classification. The report includes dozens of capsule summaries of the views and practices of large DDC users. The voices of local librarians can be clearly heard; unfortunately, these voices often disagree with one another.

The questionnaires which were sent to libraries and processing centers were sent to a biased sample of these institutions, for they were sent to 100 percent of the commercial processing centers and large libraries but only 10 percent of the noncommercial processing centers and smaller libraries. The response rate varied greatly, for it reached 87 percent for junior college libraries but fell below 60 percent for school