

and public libraries (a pattern which the report does not openly acknowledge). The survey data base therefore rests upon a highly irregular foundation which includes, for example, responses from 86 percent of the large libraries in the survey universe but less than 6 percent of the school and public libraries in this universe. Another questionable feature of this survey was the limitation of the personal interviews to processing centers and large libraries.

This study offers much to the reader, including a series of thought-provoking comments, such as Comaromi's observation, "in most libraries visited . . . the DDC is now used in a mark and park fashion" (p.59); however, this study is marred by various shortcomings, including not only those mentioned above but also numerous lesser flaws such as the ill-conceived wording of survey question 21 and the erroneous reference to Table 10 on page 30. Despite such shortcomings, this study should not be overlooked by anyone who is vitally concerned with the present state and future prospects of the DDC.—*Robert L. Mowery, Humanities Librarian, Illinois Wesleyan University, Bloomington, Illinois.*

Woodbury, Marda. *A Guide to Sources of Educational Information*. Washington, D.C.: Information Resources Press, 1976. 371p. \$25.00 plus postage and handling. (LC 75-37116) (ISBN 0-87815-015-3)

Naturally, the bulk of any "guide to the literature" must necessarily be devoted to annotated lists of reference resources. In my opinion, however, those guides succeed or fail on the introduction they give to the use of the literature, i.e., the searching process. Woodbury's book makes a refreshingly unique and quite literate stab at providing the library novice with a practical guide to searching the education literature.

She starts with a useful table of categories such as "yearly summaries," "hot news," "government documents," etc., which direct one to the correct type of reference resource, thus effectively indexing the chapters on resources. A detailed outline of the searching process and a checklist of questions asked when negotiating a reference question follow. Some of the tables and figures reflect the excellent information ser-

vices work done by the Far West Laboratory for Educational Research and Development and other regional labs.

The traditional, although well written, annotations of printed resources are supplemented by a section on nonprint sources, such as agencies and computerized bibliographic searching services.

The index of this book is good as is the technical quality. Its strong point, however, is definitely the innovative approach to explaining searching. Its weak point is the outrageous price, \$25.00, which is out of line even considering inflation. All in all, Woodbury's manual is clear and concise and should be an excellent source for those users of educational resources who can afford it.—*James Doyle, Learning Media Center, Macomb Co. Community College, Warren, Michigan.*

Langridge, D. W. *Classification and Indexing in the Humanities*. London: Butterworths, 1976. 143p. \$11.95. (ISBN 0-408-70777-1). (Available from Butterworths, 19 Cummings Park, Woburn, MA 01801.)

This title is a bit misleading—the book is primarily a treatise on the application of faceted classification principles to humanities subjects, with a brief nod to other approaches to indexing.

The author begins with a general discussion of the value of classification, especially for bibliography, followed by an attempt to define the "humanities." The main part of the work is a detailed discussion of the special features of each humanities subject, the consideration necessary in classifying it, and its treatment in the major schemes now used in libraries. A special classification for the sport of cricket provides a demonstration of the principles elucidated. The author concludes with brief comments on thesaurus construction, book indexing, and the like.

The British approach appears not only in the theory presented, and in such things as the use of cricket as an example and the inclusion of history as a humanity, but also in the denigration of postcoordinate indexing and an almost total disregard for the computer, with the only mechanized system noted in any detail a peekaboo card file.