

tions in the second part, only Sandra Parker's "Conceptual Framework for the Performance Measurement of a Canadian Federal Government Health Science Library Network" is equal to the quality of the presentations of the institute staff in Part I. Parker's contribution is a highly perceptive piece that deserves to be widely read. There is also an excellent topical bibliography of recent publications using statistical approaches to research in librarianship.

This volume is a useful if not an essential contribution to the literature and should be of interest to planners of institutes as well as to librarians interested in applying quantitative methods in their libraries.—*Joe Hewitt, University of North Carolina, Chapel Hill.*

Kirk, Thomas, comp. *Course-Related Library and Literature-Use Instruction: Working Models for Programs in Undergraduate Science Education*. A Micropapers Edition. New York: Jeffrey Norton, 1979. 31p. + 11 microfiche. \$14.95. LC 69-64352. ISBN 0-88432-013-8.

In 1976 Earlham College designed a series of workshops, funded by a grant from the National Science Foundation, to develop well-planned programs in science literature-use instruction. Twelve colleges, of varying size and type, sent representatives to study the techniques used at Earlham and adapt the highly successful Earlham program to their own institutions. Like Earlham, these colleges based their programs on the principle that library instruction closely integrated into the science curriculum and team taught by librarians and science faculty produces the best results. One of the objectives of the project was to publicize the resulting programs so that they might serve as models for other colleges offering library instruction in the sciences. This book fulfills that objective.

For each college, a description of the institution and the science course provides the context for the instructional materials, sample assignments, and outline of the library instruction program. Perhaps most useful is the preproject and postproject discussion that has been included for many of the institutions. Although these transcripts of the discussions that occurred during the

workshops are often confusing and speakers are poorly identified, much can be learned from them. They increase the usefulness of the programs as models, since they describe problems that occurred and possible changes to improve the programs.

The bulk of the information in this book, the program descriptions, is included on eleven microfiche stored in an envelope in the back of the book. Aside from the problem of keeping the microfiche in the envelope (they slide out easily when the book is tipped), this format seems to require a great deal more editing than was done for this book. Although a list of what is included precedes each program description, a heading identifying each page would eliminate the need to return to the beginning to see what a document is. It is often difficult to tell if the item being read was a handout for the students, an outline of what was covered in a lecture, or a part of the preparation at the Earlham workshop.

An analytical index provides access to the project descriptions. Despite problems such as blind cross-references and questionable choices for some subject headings (bibliographies on biology are listed under "library produced bibliographies, biology" with no cross reference under "biology"), this index can be very useful. The projects are indexed by size of institution, class size, student level, as well as various aspects of instruction.

The book has a wealth of ideas, practical details, and advice about library instruction in the sciences. Better editing would have made it less frustrating to use.—*Janet L. Ashley, State University of New York, College at Oneonta.*

Whitby, Thomas J., and Lorković, Tanja. *Introduction to Soviet National Bibliography*. Littleton, Colo.: Libraries Unlimited, 1979. 229p. \$25 U.S. and Canada; \$30 elsewhere. LC 79-4112. ISBN 0-87287-128-2.

The title of this work is somewhat misleading for it fails to indicate that two-thirds of its contents is represented by a translation by Tanja Lorković of the second edition of Iia Borisovna Gracheva and V. N. Frantskevich's *Gosudarstvennaia bibliog-*