

of finding all those titles from Africa, Israel, Ireland, etc., what are the drawbacks to the *IBIP*? I found very few. Considering the number of sources from which the information must be gathered, it is amazingly complete and accurate. There may be variant forms of an author's name (as in *BIP*) and whether Gangoli, B. N., is a variation of Ganguli, Birendra Nath, who wrote *Indian Economic Thought, Nineteenth Century Perspective*, or a misprint, I don't know. I looked hard for misprints but didn't have much success! The only other item I questioned was in the list of abbreviations (also found in the front of *both* volumes): *fasc(s)* used as the abbreviation for *fascile(s)*, not *fascicles*?

Probably because the information wasn't available, some main entries gave only last names for authors, which made following references more difficult, for example, "Simpson/Kafka: Basic Statistics." Simpson and Kafka are the two authors, but if you had looked under the title you would have found a reference to Simpson. Then you would have looked through half a column of Simpsons including an entry for "Simpson, Ian S. Basic Statistics for Libraries," which was not the title you wanted, before you came to "Simpson/Kafka: Basic Statistics."

As for inclusiveness, I have no idea how many English-language books would be published in the eighty-nine countries covered. *IBIP* has 80,000 titles while *BIP* has close to 500,000. I found many titles I looked for, but not all. I was disappointed not to find the *Directory of American Business in Germany* that was published in 1976 by Seibt-Verlag in Saur's home city of Munich, but maybe it is just out of print! All in all, I think many libraries who can afford \$168 will find this a very useful tool.

Thank you, K. G. Saur.—Ruth P. Burnett, State University of New York, College at Oneonta.

**Quantitative Measurement and Dynamic Library Service.** Edited with a preface and introduction by Ching-chih Chen. A Neal-Schuman Professional Book. Phoenix, Ariz.: Oryx Press, 1978. 290p. \$16.50. LC 78-13066. ISBN 0-912700-17-3.

This work is the result of a two-part insti-

tute on quantitative measurement held at Simmons College in November 1976 and March 1977. In the first unit of the institute, participants were introduced to the concepts of statistical method and operations research and to systems approaches in the evaluation of library services. In the interim between units, participants applied these quantitative techniques to managerial problems in their own libraries. The second unit of the institute consisted of presentation and discussion of the participants' studies.

The book follows the same format as the institute. Part I, "Aspects of Quantitative Evaluation of Library Services," consists of papers by Chen, Morris Hamburg, F. F. Leimkuhler, F. W. Lancaster, and Deanne McCutchen, which introduce basic quantitative methods and provide a reasonable perspective on their limitations and appropriate application in decision-oriented research. The papers present nothing new, but each displays the competence for which their authors are well known. Taken together, they are a sound and readable overview of quantitative approaches to library research.

Part II consists of fourteen participant studies covering a diverse range of topics from journal use in a V.A. Hospital to an acquisitions profile of the Yale University library system. The studies demonstrate the application of quantitative techniques in studies of space utilization, use of materials, use of reference services, cost-benefits of book detection systems, and user characteristics. Most of the techniques used are simple and well within the capability of most library staffs. The contributions are uneven, however, and few are of the quality to be adopted as model research designs.

Part II of this volume does serve to demonstrate Chen's point that useful quantitative studies can be conducted with modest training and unsophisticated techniques. The two-part design of the institute on which the volume is based is shown to be a successful approach to teaching quantitative methods for application in real library settings. The publication itself, however, might have been improved by selecting somewhat more exemplary studies from the literature to demonstrate the techniques.

Although there are several solid contribu-

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-*