

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-*

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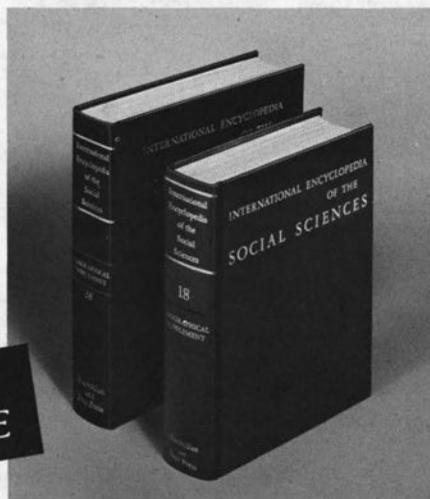
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rafiya SSSR; *spravochnik* (Moskva: "Kniga," 1979), a work originally compiled by IU. I. Masanov in 1952.

An introduction precedes this translation, giving the historical background and legislation concerning registration and legal deposit of works with the state agencies before and after the revolution. It also briefly touches on the current practices of these agencies with respect to cataloging, classification, standardization, and automation.

The emphasis is always on the bibliographic publications of the state agencies, e.g., the All-Union Book Chamber and the Chambers of the Republic of the Union as well as of the autonomous republics. Within that the emphasis lies on current bibliographies published periodically rather than on cumulative or retrospective bibliographies, such as *Literaturno-khudozhestvennye almanakhi i sborniki*, which is omitted.

The term *bibliography* is used on the one hand in a broad sense to cover not only monographs but also serials, newspapers, music, the fine arts [here called pictorial arts], cartography, indexes of periodicals, and reviews; on the other hand it excludes works national in scope, issued by the All-Union Book Chamber, and essential for the proper use of the bibliographies, such as works on pseudonymous literature.

The translation was particularly difficult because the terminology as used in the Russian work often does not have exact equivalents in English and vice versa. In some instances perhaps better terms could have been chosen. Examples of entries given in the original Russian are translated in appendix III (p.195-99) where the transliteration of the titles is repeated.

The titles of the individual bibliographies are generally given in translation, to which is added—at first occurrence—the transliteration of the Russian title. Since this work will be used mostly by persons with knowledge of Russian, the reverse, namely, transliteration with a translation at first occurrence would have probably been preferable. The listing of the titles in English translation in the index was also unnecessary. More care should, instead, have been devoted to the referrals. Under *Knizhnaia letopis'*, for instance, reference is given to

p.76-91 but not to p.149, 151, etc., where the same title is used in the republics.

Because of the limitations specified above and because coverage—with few exceptions—does not go back in time before the year 1917, leaving out bibliographies normally used in the course of bibliographic searching, the work is more an academic textbook than a practical bibliographic tool. However, the very detailed list of issues and description of the various supplements and indexes that make up the bibliographies will make the work useful to librarians, particularly those charged with binding.

The authors are to be commended for having brought this little-known Russian work to the attention of the English-speaking world and for having given insight into the workings of the official Soviet book agencies.—Miroslav Krek, *Brandeis University, Waltham, Massachusetts*.

Bonk, Wallace John, and Magrill, Rose Mary. *Building Library Collections*. 5th ed. Metuchen, N.J.: Scarecrow, 1979. 380p. \$10. LC 79-11151. ISBN 0-8108-1214-2.

*Background Readings in Building Library Collections*. 2d ed. Edited by Phyllis Van Orden and Edith B. Phillips. Metuchen, N.J.: Scarecrow, 1979. 417p. \$12.50. LC 78-31263. ISBN 0-8108-1200-2.

These two books, one a survey and the other readings on building collections, together form a strong teaching instrument, since they closely complement each other.

There has been considerable revamping of the fourth edition for this new fifth edition of *Building Library Collections*, and it carries forward the contributions of Mary Duncan Carter (Isbell), who died in 1978. The purpose of providing a guide to the literature of library science with regard to principles, procedures, problems, selection, and acquisitions remains the same.

There has been a reduction of thirty-five pages from the fourth edition; however, the type is slightly smaller, and printing is more compact. The alterations, reformatting, and updating have not deterred readability. Virtually every chapter has been changed in some way, such as chapter one—with the checklist of selection principles relocated in