Schweizer, a possible new delivery system for government information is examined. The concluding chapter, "CODOC in the 1980's: Keeping Pace with Modern Technology," by Virginia Gillham, describes the development and evolution of the Guelph Documents System, which can be used to access documents at any level of government.

The papers are all well written and will be easily understood even by those not familiar with the technologies discussed. The volume is not indexed but, given the length of the text, this is not a major drawback. Even if readers do not agree with every point made in the volume, it will at the very least provoke discussion and serve as an introduction to the literature for the topics it treats.

However, this reader does have reservations. Those familiar with the documents literature will probably experience déjà vu when reading three of the papers presented here (the McClure, Morton, and Gillham articles). In addition, it is my opinion that there are technologies not covered that might have been. For example, there is no mention of telefacsimile transmission or electronic mail in the chapter on videotext and teletext technologies. In addition, one hundred pages of text (preface included) at the price asked seems rather expensive. Those on a budget may be better advised to invest their money in another book written by the editor and one contributor (McClure), *Public Access to Government Information: Issues, Trends, and Strategies*, which is available in paper for considerably less and which covers essentially the same ground and more.
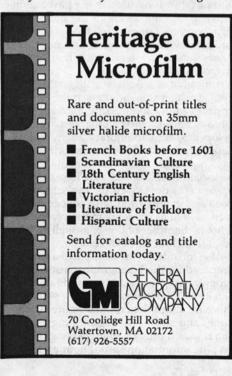
Nevertheless, this collection is recommended to those interested in documents librarianship who are not familiar with the topics discussed and to libraries collecting extensively in the library science field.— *William R. Kahles, University of Illinois at Chicago.*

Teaching Library Use Competence: Bridging the Gap from High School to College. Ed. by Carolyn A. Kirkendall. Ann Arbor, Mich.: Pierian, 1982. 228p. $18.95. LC 82-62645. ISBN 0-87650-145-5.

This volume, edited by the director of the LOEX Clearinghouse, is a collection of speeches given at the Eleventh Annual Library Instruction Conference, which was held at Eastern Michigan University on May 7 and 8, 1981. A major concern of the conference is noted in its title: to open lines of communication between secondary school librarians and college and university librarians on the topic of library instruction. Many of the talks offer practical suggestions for opening these lines of communication.

Teaching Library Use Competence provides both practical and theoretical information vital to the librarian struggling with a new or existing library instruction program. In it, librarians and other educators describe library instruction programs with which they are now or have been involved. Because each section within the volume is basically a transcript of a delivered speech, there is a greater air of informality than would appear in a volume of well-prepared essays.

The conference reflects the concerns not only of secondary school and college and

university librarians, but of public librarians and college teaching faculty as well. The speeches describe the objectives of individual librarians and also what is actually occurring in the field of library instruction at the local level. A common theme of the papers is the tendency of training programs repeatedly to provide instruction on the same topics without similarly providing for putting what is learned about those topics to work.

Joyce Merriam makes recommendations for changing library instruction programs that were also made by other speakers throughout the conference. Significant among these are the need for (1) developing a sequential program of library instruction in all school systems for grades K–12; (2) indicating the transfer value of library skills to students and the purposes of academic and public libraries; (3) encouraging teachers to develop curriculum that stresses use of the library; (4) visiting of college and university libraries by school librarians in order to gain a better understanding of the libraries their students will be using in the future or of the libraries they have used in the past and in order to become aware of the library instruction programs in each type of library; and (5) developing programs to help students make the transition from high school to college libraries.

A number of talks deal with testing students to determine how much they know or don't know about using libraries. The Ohio School Library Media Test was developed to measure library ability and to determine if instruction increases this ability. The Library Skills Test from the Illinois Association of College and Research Libraries was developed for the same purpose and can be used with college freshmen as well as students in the secondary schools. Samples of these, as well as others, are included in this volume.

Also included is an example of a lecture prepared for the bibliographic instruction program at Southeast Missouri State University. This presentation tells a story, in this case about the criminal figure Al Capone, and shows the logical progression of a research project. Interspersing bibliographic information throughout an inter-

esting talk on an exciting topic makes this approach a good change of pace for students and librarians alike.

A detailed annotated bibliography of publications dealing with library orientation and library instruction published in 1979 and 1980 is included at the end of the volume.

I found this work to be not only thought provoking but extremely useful because of its many examples and well-prepared bibliography. Because of its practical approach, this volume is a welcome addition to the growing literature on library instruction.—*Donna S. Bennett, Northern Kentucky University, Highland Heights.*

Plaister, Jean M. *Computing in LASER*: Regional Library Co-operation (*London and South Eastern Library Region).* London: The Library Association, 1982. 55p. (Case Studies in Library Automation) $15. LC 83-113421. ISBN 0-85365-954-0. (Distributed in the U.S. by Oryx Press)

This case study is a step-by-step report on automation activities undertaken by libraries in London and South Eastern Library Region (LASER). From the production of ISBN location funding lists to the installation of a minicomputer with online access for member libraries, the pioneering and developmental activities, including questions asked, are described. Libraries affected initially were predominantly public libraries. The criteria set forth for the system included these factors: cheap, simple, and fast. Whether the database was used for interlending purposes or for complete cataloging service, LASER was a successful network.

But did this endeavor end with the installation of online services? Hardly, since automatic systems are not static. LASER moved from LASER on its own to LASER in cooperation. Some 25 organizations purchased space from LASER and shared resources. The movement in computer development and telecommunications enabled greater economies and more efficient utilization of resources. At the time of writing, LASER's future, largely due to expertise gained, was looking toward an even greater role—nationwide coordina-