

The Index of the *Guide* consists of 48 pages containing entries of four types: Names of manuscript groups (in bold type); persons; places; and subjects. The editor notes that the drudgery was "immensely alleviated by the university computer which cheerfully ingested over 20,000 IBM cards and organized our index." Readers should bear in mind that the index is a guide to the group descriptions in the *Guide* and therefore makes no pretense of offering deep access to the Collection. Concluding the volume is a list of the names of close to 3,000 benefactors of the Southern Historical Collection.

Although, as Mrs. Blosser warns in her preface, use of the *Guide* is no substitute for a personal visit to Chapel Hill to examine detailed descriptions and indexes (not to mention the papers themselves), librarians and historians will welcome this addition to the bibliography of special collections.—*Florence Blakely, Duke University Library.*

Reader in the Academic Library. Michael M. Reynolds, ed. Washington, D.C.: NCR Microcards Editions [1970] (Reader Series in Library and Information Science). 378p. \$10.95.

First we had the casebook series from Simmons as the basis for a new approach to the teaching of librarianship, now we have the reader series from Maryland designed to serve the same purpose (as Paul Wasserman, sometime dean at the University of Maryland and general editor of this series, says) by bringing together a wide variety of material from a number of sources, including many from outside the traditional literature of librarianship, in a synthesizing approach. Although perhaps intended in some way to appeal to a wider audience, such works are presumably most effective when used in a classroom situation by the person who designed or selected the material, and they are really only useful in a teaching situation. A casebook or reader of this kind is of very limited value to the intelligent practicing librarian.

One cannot, however, evaluate how effective the teaching of librarianship at a

particular school may be by reviewing one, or even all, of the works in a particular series used in the teaching program. In the same way it is extremely difficult to review one of these works without having seen how it is used in a teaching context. Evaluation of particular teaching approaches and their related textbooks is badly needed. In a review of one textbook in a series, viewed by itself and outside its natural habitat, the only meaningful evaluation a reviewer can perhaps make is whether or not he would find the book useful, either as a textbook or a collateral work, in a course on the same subject that he might teach. To fault the compiler for his selection, or for not having put together the ideal work for another course, is in many ways unreasonable.

Be that as it may, I would not use this reader as the main textbook in a course on academic library administration, and would find it of limited value—with only approximately half of the 39 articles being worth using—as a supplemental reader. Some of the selections are outstanding and would be extremely useful. These include an article on how the new site for a college was selected (Banfield) and a selection from the Swarthmore report on the teaching library and the development of independent study. On the other hand, while articles like those by Bishop, Munthe, and Works, which date from the 1920s and 1930s, may serve to establish a historical perspective, they are very much out of date and with so much current material to be covered, are even of doubtful value. Even some of the articles from the 1950s, including Millett's famous comments on the financing of libraries, may be interesting but they hardly reflect the many changes, such as formula budgeting, that have taken place in recent years. The only article on libraries by a college president (from a school whose own library is far from adequate) is outrageously naive; one can understand why it may have been included but it only serves to convey the impression that academic administrations don't comprehend the complexities and purposes of libraries. The main weakness of this collection, however, is that the coverage is weak or nonexistent in several of today's most important areas. There is nothing, for example, on formula

budgeting, operations research, participatory management, management information, or unions. The material on cooperation—Reynolds' own report on intralibrary cooperation at Indiana University—seems especially inappropriate, automation and its impact on library administration and service to users are weak.

Academic library administration today is, if nothing else, in a state of rapid change and development. To capture that in a reader and to present a picture of the real problems that are now facing academic library administrators would be an extremely difficult task. Perhaps Mr. Reynolds manages to do that in his teaching but this reader falls short of doing so.—*Norman D. Stevens, University of Connecticut.*

American and British Genealogy and Heraldry: A Selected List of Books. By P. William Filby. Chicago, Ill.: American Library Association, 1970. 208p. \$10.00.

Mr. Filby's compilation attempts to cover genealogical sources in the United States generally and by individual state, with the exception of Alaska. Other countries included are Canada, England, Ireland, Scotland, and Wales. A general coverage of heraldry is also presented.

The book is extremely general in most cases and therefore is not much help to the advanced researcher. Too much area is covered to enable more than a very basic listing of references; nor is it particularly conclusive for any particular area or state. As ancestors tend to hide in specific local records, i.e. church records, land records, court records, and so forth, this book could not possibly attempt to list all of these sources.

The compilation could be used as a basic reference item for libraries and as far as the references listed are concerned, the following are notable:

1. There is an excellent index, both by author and title, making it easy to locate any given book.
2. There are three or four lines of description for each book and the publisher is listed, which makes it helpful to identify and purchase any entry if one so desires.
3. Many of the books are "how to" books

which would help the amateur or beginner in the field of genealogy.

In the preface the author states that he is not a professional genealogist and that his book is an outgrowth of some years of working with genealogists and the books they frequently request. In this light, his book has merit as a beginning source listing those general records that are available. Since the Peabody Institute Library, where he conducted most of his research, was endowed with books about genealogy particularly of English origin, his present list leans more heavily in this geographic direction. The book achieves no more and no less than the title indicates.—*Ted F. Powell, Genealogical Society, Salt Lake City, Utah.*

Computer-Based Library and Information Systems. By J. P. Henley. New York: American Elsevier, 84p. \$5.75.

A book of well under one hundred pages covering the subject of computer-based library and information systems cannot be expected to be more than a superficial treatment of the subject. The book is essentially a survey of the field drawn almost entirely from the cited literature. It may prove valuable as a basic introduction to the field, but will provide little for those already working with automated library or information systems.

The book begins with an introduction to computers for those unfamiliar with them. In eight pages the author does a creditable job of indicating the basic functions of a computer, and describing different types of storage media, input/output devices and some recent advances in computer technology. The objectives of an automated library system are discussed. The author advocates a "total system" approach rather than a step-by-step conversion of existing tasks. He then goes on to describe specific tasks suitable for conversion to an automated system, e.g., serial records control. In a discussion of computer requirements, programming languages are considered. The deficiencies of FORTRAN, ALGOL, and COBOL as character manipulating languages are mentioned. LISP and COMIT are cited as two examples of languages pos-