

writings "have a certain unity as statements of fact and opinion reflecting the professional life of an academic librarian in America in the generation between the post-World-War-II euphoria of the early 1950s and the bicentennial frenzies of post-Watergate 1976." Included are such topics as a brief history of a scholarly library, his personal views on library mechanization, intellectual freedom, censorship, the history and influence of library associations, his reaction to library statistics, and some thoughts on academic librarianship.

The concluding chapter entitled "Miscellanea" in itself makes this book worth having. It contains some of his salty letters to editors and a group of witty remarks so characteristic of Eli Oboler. He might have spared us a sample of his verse, however!

This is not a "must purchase" book for every library since most of the writings have appeared in familiar journals. However, it is a useful compilation of the writings of an articulate, intelligent, critical librarian who has something to say and who is not afraid to say it. The volume is attractively produced by Greenwood Press as number twenty in its series on Contributions in Librarianship and Information Science.—Dale M. Bentz, *University Librarian, University of Iowa, Iowa City.*

Shores, Louis. *The Generic Book: What It Is and How It Works*. Learning for Living Series. Norman, Okla.: Library-College Associates, 1977. 164p. \$5. LC 77-22891. ISBN 0-917706-02-1.

By the "Generic Book" (a term that Shores insists on capitalizing) is meant "the total number of ways which men have of communicating with each other," and its utility in education is the availability to the individual learner of an infinite variety of ways to acquire knowledge and information. Three dimensions of the Generic Book are explored in detail: the subject (content), level, and format aspects. Then follow chapters on the characteristics of print versus graphic materials and of human versus environmental resources as carriers of information. Although none of these concepts will be new to the veteran educator, Shores'

discussion may prove enlightening to anyone who has not yet seriously considered how people learn most effectively.

As the acknowledged and prolific dean of the library-college movement, one would expect Shores to have something significant to say about what constitutes effective educational media. Indeed he has. The pity is, however, that his exposition is rambling, repetitive, and so theoretical—in the conceptual rather than the technical sense—that the reader who accepts his arguments is frustrated by the lack of practical suggestions for implementing what is in fact a serious educational manifesto.

Furthermore, the exact relevance of the Generic Book construct for the librarian is only hinted at, with much more emphasis given to the role of the teacher in conventional terms. One would have to be quite familiar with the tenets of the library-college model to understand where the librarian fits in the larger picture since the words "library" and "librarian" are rarely used.

Despite its brevity, the essential message of *The Generic Book* could have been conveyed in one-tenth the pages. Shores' exposition moves at a snail's pace, further aggravated by the frequent use of such patronizing phrases as "by now it should be clear," "needless to say," and "in light of all these things," and for the most part unrelied by documentation. The work has no index and concludes with a brief bibliography citing the old standbys of library-college thought.

Although this tract does have its place in any extensive education or library science collection, it is a shame that by dwelling overlong on content, level, and format, Shores abuses two other key elements of human intellectual experience, time and space, muffling his sharp thought in clear but extraneous verbiage. In short, *The Generic Book* is a bore with a point.—Mary W. George, *University of Michigan Library, Ann Arbor.*

Kurth, William H., and Zubatsky, David S. *Recommended Procedures for the Internal Financial Auditing of University Libraries*. St. Louis, Mo.: Washington Univ. Libraries, 1977. 96p. (Available in

the ERIC data base: ED 142 185.)

The subject of this publication is accurately stated by its title. Its value is that no such body of guidelines for audits of university libraries has previously appeared. University library administrators and university auditors are the logical and intended audience.

The initial motivation leading to this study was the need to develop a systematic framework for auditing the Washington University Libraries. With the aid of a Council on Library Resources grant and resultant input from other university librarians and auditors, the authors were then able to broaden their studies beyond their local needs. The result is a set of general procedures that should be applicable, with modification for local convenience and practice, to all university libraries.

The heart and bulk (seventy-one pages) of the report is a questionnaire for the evaluation of internal accounting control of a university library. It is in essence a systematic way of calling attention to a priority list of items on which university library auditing should focus. The chief function of the remaining sections of the report is to put this questionnaire into proper perspective by summarizing the work of an auditor and his or her proper relationship with university library management. The value of flow charting, sampling, and use of the computer for auditing is made clear.

Library systems analysis has to date been concerned primarily with operational efficiency. However, fiscal integrity would seem an equally important aspect of such analysis. The authors deserve praise for focusing the attention of librarians on this relatively neglected area and for making a practical contribution to it.—Fred J. Heintz, *Southern Connecticut State College, New Haven.*

London University Central Information Services (LUCIS) Guide to Computer-Based Information Services. 2d ed. Compiled and edited by Angela Thomas. London: Central Information Services, Library Resources Co-ordinating Committee, 1977. 1v. £6 (plus postage). ISBN 0-7187-0435-5.

This reference work provides detailed descriptions of a total of 109 different bibliographic data bases. The descriptions are arranged alphabetically, generally by the name of the data base producer.

Each description begins with the producer's name, address, and telephone number and then subdivides the available information by the following headings: (1) subject coverage, (2) general description, (3) input, (4) computer-based services, (5) computer hardware of the producer, (6) publications, (7) microform services, (8) other services, and (9) availability of services from processor (i.e., availability of on-line services from major processors only).

The descriptions range from one to six pages but generally occupy two pages. Indexes are provided by "mnemonic acronym," data base name or acronym, and subject. The "mnemonic acronym" is a standard identification assigned to the data base by the editors and used throughout the indexes as a locator. For example, *Chemical Abstracts* is tagged as AMERIC CHEM SOC. The subject index, under the appropriate headings, refers the reader to the mnemonic acronym, and the reader is expected to follow the mnemonic trail back to the right entry, consulting the mnemonic acronym index if necessary.

The work is deliberately unpaginated and the entries unnumbered in order to facilitate insertion of supplementary pages. The editors state they intend to keep the work up to date and issue amended and new entries for insertion, but there is no information provided on the exact mechanism to be followed. The original ambition to make all the information machine-readable and to have it serve as the basis for a computerized referral center at the university was apparently thwarted by economic conditions.

The two-page introduction attempts to be a primer on bibliographic data bases and their searching and goes to some care to define and distinguish terms such as "producer," "processor," "retrospective," "current awareness," "selective dissemination," "batch," "on-line," etc. It characterizes data bases as being of four key types: discipline-oriented, mission-oriented, problem-oriented, multidisciplinary.