

als, helped the library on the way to its present distinction.

This absorbing volume is a fitting memorial for the ending of an era in Albany's library history as the State Library prepares to move again in the 1970s, this time to spectacular quarters in Governor Rockefeller's controversial South Mall project.

Some scholars (but not many) may begrudge Roseberry his decision to forego footnotes, and the magazine-size, double-column format is probably unfortunate, but the illustrations are appropriate, generous, and contemporary, and the bibliography and index are adequate. The book is uncopyrighted and is in a limited edition, so there is probably a reprint publisher counting the pages right now. No library history collection anywhere can afford to miss this one, at any price.—*John Farley, State University of New York at Albany.*

The Function of the Library in a College of Advanced Education. Harrison Bryan and Evelyn Lorna Hean. Sydney, Australia, 1970.

Too often, and especially early in the planning stages, academic librarians in their zeal to establish new college or university libraries lose sight of the institution's purpose and goals, frequently because they are misinformed or function exclusive of them. In their recent work, *The Function of the Library in a College of Advanced Education*, Harrison Bryan and Evelyn Lorna Hean have carefully presented a valuable and decidedly generic study which addresses itself to the peculiar library needs of a college situation in Australia. The colleges of advanced education in Australia most nearly approximate American four-year colleges, such as normal schools and four-year state colleges, but are given over to more innovation in the preparation of graduates for employment in business, government, and the social services.

This work is filled with statistical information and is scrupulously documented, serving two important purposes. First, it provides, in somewhat lengthy detail, an account of the educational purposes, learning-teaching concepts, and other pedagogical methods that the colleges of advanced education must consider with regard to the development and use of appropriate library

resources and services. Second, the library attitudes, standards, and other evaluative devices employed by academic librarians in such a formative venture are cogently presented and critically discussed. While the work is basically a report that provides recommendations for the development of library resources and services, the investigations and careful thinking on the included topics provide several innovative approaches toward the role of a library in an academic setting.

This combination of institutional goals, aggregation of quantified standards, and the interpretation of other planning elements contributes to a well-organized report that should serve as a guide for either the development of a new academic library or the upgrading and/or evaluation of an existing one. While the study may be highly localized and peculiar to the Australian academic scene, the use and modification of standards such as the Clapp-Jordan ones, coupled to a very careful analysis and discussion of strengths and weaknesses related to these standards, provides a highly worthwhile applied approach too often lacking in the professional literature. Furthermore, the discussions on modified formulas, particularly with regard to staff size, presents some highly original thinking about the role and importance of librarians, especially in the reader services areas, that it would behoove many academic library administrators to carefully consider.

I would recommend that most academic libraries purchase this work, even though it may soon be dated, or its recommendations ignored. There are a few caveats however that should be known, such as some minor typographical errors, the format being less than inspiring and the writing often pedestrian and overdone in places; but essentially, these minor irritants do not detract from what is a highly interesting and valuable study. This work should serve to enlighten academic librarians about the planning process in developing appropriate academic library resources and services for institutions of higher learning dedicated to the preparation of a new breed of college graduate.—*Robert P. Haro, University of Maryland.*

Black Writing in the U.S.A., a Biblio-

graphic Guide. Pat M. Ryan. Brockport, N.Y.: Drake Memorial Library, 1969. 48p. \$1.00.

Afro-Americana: A Comprehensive Bibliography of Resource Materials in the Ohio State University Libraries by or About Black Americans. Mary Dawson Walters, comp. Columbus, Ohio: Office of Educational Services, The Ohio State University Libraries, 1969. 220p.

Good recommendations for improved bibliographic control of resources on the black experience have come out of many of the black studies workshops recently held. Despite these suggested guidelines, a flood of bibliographies have appeared whose usefulness and value are difficult to ascertain. The two works reviewed here do not belong to that category; they are contributions in some measure to the bibliographical literature necessary for the student of black studies.

Black Writing in the U.S.A. unfortunately was not published in its entirety due to a curtailment in funds. From what this reviewer could glean from the compiler's terse preface, a comprehensive bibliography of black writing—including citations to works by individual authors—was originally planned. Had the compiler been able to complete the task as initially planned, the work would have been an invaluable resource for scholars, librarians, and other persons interested in black studies.

Included in the compilation are four sections: archives, bibliography and reference, periodicals, and collections. The first section contains brief descriptions of selected collections of materials on the Negro. Citations to sources of more detailed information on the various archives are a useful feature.

The bibliography and reference section includes citations to monographs and bibliographies in books and periodicals. Some publishers' lists and library lists also appear. There are no annotations.

The list of periodicals, which includes several titles not widely known, could be improved by expanding the bibliographic data presented. The final section, a compilation of collections, is useful as a list and fairly complete. Critical annotations would have been particularly helpful to acquisi-

tions librarians for selection purposes. This is an invalid criticism, however, if the author's purpose is merely to list sources.

This writer hopes that Ryan will be able to publish another edition with the omitted sections on general background and individual authors. A preface detailing the scope of the work, intended audience, and criteria for selection will be essential. Some of the bibliographic inaccuracies must also be corrected; for example, the *Review of Race and Culture* listed as an Atlanta University periodical is actually the subtitle for *Phylon*.

Afro-Americana is a comprehensive (over 3,000 citations) guide to the collection on the Negro in the Ohio State University Libraries. It is arranged by main entry within some twenty-five subject areas. An author and personal name index as well as a title index facilitate the location of individual citations. Entries are not annotated, and pagination is not given.

The compiler noted in her foreword that unpublished theses are not included. Access to dissertations on the doctoral level is not a problem, but there exists a recognized need for the identification of masters' theses on the Negro. The value of this compilation would have been enhanced by the inclusion of citations of theses not identified in other sources.

Periodical titles appear as entries under the subject division. It is therefore somewhat difficult to locate titles with ease unless one happens to chance upon the subject the compiler has chosen.

Afro-Americana should prove of value as a location guide and a ready reference tool for identifying works under broad subject divisions. It is suggested that other university librarians begin to evaluate their collections of Afro-Americana, including not only standard resources such as books and periodicals, but nonprint and original source materials as well.—*Sandra Rice Murray, Howard University.*

Reader in Library Services and the Computer. Louis Kaplan, ed. Washington: NCR Microcard Editions, 1971. 239p.

One might imagine, considering the phenomenal increase in both the interest and the literature in library automation, that the