THE UCSD PASCAL HANDBOOK— A REFERENCE AND GUIDEBOOK FOR PROGRAMMERS

by Randy Clark & Stephen Koehler
Prentice-Hall, Inc., 1982, 356 pgs., $15.95
Reviewed by Brian Pankuch*

This book is about programming in UCSD Pascal. It is divided into two parts. The first 172 pages cover UCSD Pascal in detail. Included are all the usual topics plus modularity, concurrency, semaphores, memory management and much more.

The second part is a guide which includes 30 well written programs demonstrating good style. Each program is discussed in detail along with the output produced. The discussion goes beyond just the listed program to the reasons why a certain method is chosen plus auxiliary information which is helpful for more complete understanding. For the longer, more difficult programs each procedure is discussed individually, then together.

I copied into my system one of the longer programs (over four pages) that uses many of the practices of application and systems programming. After typing in the program, I was pleased to find that it seemd to work as described. After more exhaustive testing, the program, which was supposed to keep track of records in a file by listing allocated and unallocated records in the file, began mixing the two lists. This only happened for certain orders of operations. Smaller programs seemd to work fine, but you will want to be careful about using segments or programs without thorough testing.

This book forms a bridge between most of the books on the market, which introduce Pascal with very simple examples and cover part of the language, and other manuals that cover everything but have few, if any, examples. It is more of a reference book than a book to read page by page. It is a good second step after you've had an introduction to Pascal.

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CAMPUS COMPUTING STRATEGIES

Edited by John W. McCredie
Digital Press, 1983, 316 pgs., (hardcover) $25.00
Reviewed by Harry E. Pence*

One of the many serious problems facing higher education in the current decade is the task of effectively integrating computing and the new information technologies into the academic community. Most campuses are presently in the process of attempting to meet the technological and organizational difficulties that accompany this challenge. Campus Computing Strategies is written to assist these efforts by describing the situation at several colleges and universities which are considered to be in the vanguard of these developments, so that other schools can use them as models.

This book is the result of a study performed during the 1981-82 academic year by EDUCOM, a non-profit consortium of over 500 colleges and universities founded in 1964 to promote the use of information technology in higher education. It focuses on the underlying strategies that were shaping decisions at ten institutions considered to demonstrate an innovative approach to this problem. Each school is described in a separate chapter, written by an individual from that campus who was directly involved in the planning process; John McCredie, the President of EDUCOM, provides an introduction to the topic. The emphasis throughout is not on hardware or software, but rather on identifying crucial problems and the organizational structures necessary to solve these problems.

The institutions described in the book are Hamilton, Dartmouth, Pepperdine, Carnegie-Mellon, Rensselaer Polytechnic Institute, Stanford, Cornell, University of Iowa, University of Minnesota, and the California State University system. The schools chosen represent a broad range in terms of both size and educational mission. Although a few important categories of institutions, such