

dience identified as librarians and library school students—who ought to know where to find these definitions—the “Glossary” might well be discontinued as a feature of the series.

Though it may have caused the author to provide more scholarly apparatus than the reader cares to have, his careful attention has resulted in two monographs that are well organized, clearly written, carefully documented, and devoted to an important topic.—Elizabeth L. Tate, Rockville, Maryland.

Haywood, C. Robert. *The Doing of History: A Practical Use of the Library-College Concept*. Learning for Living Series. Norman, Okla.: Library-College Associates, 1978. 114p. \$5. LC 78-7781. ISBN 0-917706-03-X.

This is the third publication in a series of short monographs issued by proponents of the library-college concept.

Most librarians would agree with the basic principles advanced by the library-college. The integration of curriculum and library skills

is a vital area of discussion and innovation. Yet the library-college people are not in the mainstream of this work. They seem insulated against all approaches but their own. Word of their activity has nearly ceased to appear in library literature. With characteristic zeal, they have done their own publishing. During the past ten years, Library-College Associates has published *Library-College Journal* and its successor, *Learning Today*. The failure to detail the implementation of their theories has often been criticized. The Learning for Living Series has been issued to show how educators at various levels use the library-college concept.

Robert Haywood, academic vice-president of Washburn University, is also on the editorial board of *Learning Today*. *The Doing of History* comprises three chapters, totaling fifty-eight pages, and a transcript of nearly the same length that records a discussion between Robert Haywood and Patricia Knapp occurring at a library-college meeting ten years ago.

In the first chapter Haywood, a historian, chronicles a dramatic enrollment decline in

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undergraduate history courses. As explanation, he cites the opening up of general education options, the dwindling need for secondary school history teachers, and the poor salability of history to students interested in finding jobs.

The second chapter, entitled "Doing versus Taking It," places with the faculty the blame for history's poor image with students. Claiming that the "guilt lies not with the discipline, but with the presentation," Haywood sees a need for historians to change their approach to history and their instructional methods.

The final chapter offers three instances in which teachers have worked with librarians to involve students in compiling, or "doing," history. Two of the projects are at the high school level: students work on an oral history of their own school, and an ongoing course produces a media presentation about state personalities and events. Haywood also relates how he worked with a librarian at the college level to stimulate learning in a black history course.

The transcript of the panel and audience discussion is of some interest but serves mainly to restate the thoughts of the second and third chapters. The conclusions reached are not new and seem obvious: teachers and librarians should work together to motivate and facilitate student learning.

Any thinking about libraries from faculty and, especially, administrators is useful and encouraging. There is nothing in *The Doing of History* to incite the serious and often justified criticism directed at the library-college. It is a slight, though thought-provoking, account of how one professor discovered the importance of the library in his teaching.—Douglas Birdsall, *Idaho State University, Pocatello.*

Bock, D. Joleen, and La Jeunesse, Leo R. *The Learning Resources Center: A Planning Primer for Libraries in Transition.* LJ Special Report #3. New York: Library Journal, 1977. 64p. \$5. ISBN 0-8352-1051-0. ISSN 0362-448X.

Burlingame, Dwight F.; Fields, Dennis C.; and Schulzetenberg, Anthony C. *The College Learning Resource Center.* Littleton, Colo.: Libraries Unlimited, 1978. 176p. \$15 U.S. and Canada; \$18 elsewhere. LC 78-13716. ISBN 0-87287-189-4.

These works provide a good assessment of the recent trend in two- and four-year colleges

toward the unification of educational resources and services into a single administrative unit. The college learning resource center (LRC) expands the library in the traditional sense to interface with audiovisual services, graphic production, and instructional television components.

Bock and La Jeunesse have written an overview of learning resource programs as related to facilities design and program planning. It assesses the basic concepts that should be considered in the planning or restructuring of programs. The Burlingame, Fields, and Schulzetenberg book deals with the entire LRC phenomenon, with attention to its function and administration. It is designed for media personnel in existing and evolving programs.

The emphasis of each book is on the practical application of learning resources to the college environment. Written by media professionals, each book combines theoretical discussions and specific examples that typify ongoing programs in various U.S. colleges.

In a nuts-and-bolts approach, Bock and La Jeunesse analyze LRC service components in terms of public services, technical services, production services, and related instructional services. Emphasis is placed on writing educational specifications in the planning stage. The specifications form the rationale and justification for space allocation and utilization based on the expected function of the facility. There are some guidelines for preparing specifications. An exemplary set of specifications is included along with organizational diagrams and flow charts of specific LRCs. The flow charting process is analyzed by levels, and brief synopses of PERT (Program Evaluation Review Technique) and CPM (Critical Path Method) are developed as alternative methods of tracking program development.

There is a good, succinct section on suggested staffing patterns with task analyses and job descriptions. A rapid and somewhat superficial overview of how the LRC fits in with curriculum, teaching methods, and the college community is included. This culminating section serves to link the other topics into a comprehensive package.

The Burlingame, etc., book is an in-depth assessment of the LRC, and it is well documented. The first few chapters offer a philosophical foundation for the conceptual-