for the abolition of the library in favor of subject-specific information services, he does a toe dance, points out that most of public knowledge would not be useful even if available, notes that the vast majority of information gathering is done for interest rather than for problem-solving purposes, and finally suggests that the only thing we need do to make our present system of information dissemination perfect is to increase our reference staff so that there is a subject expert assigned to each and every subject in which we intend to offer information serivce. By my reckoning that means most general libraries would have to have several hundred experts, a rather massive increase in "reference librarians." I wonder if Wilson wrote this book while trying to figure out how to find jobs for all the library school students he was helping to train.— *W. David Laird, University Librarian, University of Arizona.*

Merrill, Irving R., and Drob, Harold A. *Criteria for Planning the College and University Learning Resources Center.* Washington, D.C.: Association for Educational Communications and Technology, 1977. 117p. $4.95 member; $5.95 nonmember. LC 77-2612. ISBN 0-89240-003-X.
College Learning Resources Programs: A Book of Readings. Washington, D.C.: Association for Educational Communications and Technology, 1977. 80p. $4.50 member; $5.50 nonmember. ISBN 0-89240-005-6.

Both these AECT books assume a learning resources complex administratively and physically separate from the library (Merrill and Drob, p.17, *College Learning Resources Programs*, p.71).

Merrill and Drob's volume, of which a 1974 version was published under the title *Criteria for Planning the University Learning Resources Center* (p.ii), is based on a 1969 study of nine campuses of the University of California, ranging in size from 1,000 to 27,500 students. The data gathered were projected to produce a matrix of 288 cells displayed in 17 pages of tables. "The datum entered for each cell is an estimate based on expert judgment. A tentative estimate was prepared for each cell. . . . Learning re-

sources personnel on the other campuses then reviewed the estimates on the basis of their experiences in their settings" (p.55).

The tables give recommended full-time-equivalent staff and assignable square feet of space for four levels of enrollment and four levels of scope or range of activities offered within each type of service. These are based on an overall estimate of 10 percent of "total student learning time during which the student is under the stimulus of learning resources" (p.54) for television production services, photography production services, graphic services, programmed instruction, television presentation services, self-instructional units, projection, audio, and film rental services, instructional development service, and internal planning and administration.

Although every reader may have some difference of opinion about what activity is assigned to what level of scope, the tables provide a useful checklist from which experienced administrators might derive their own priorities and, given an understanding of the limitations of the data presented, work out their own patterns and formulas. The text chapters appear to have been written in 1972, with very minor revisions that do not reflect the changes of the last five years or the current status and experience with implementation.

These chapters discuss the pre-1972 development of instructional resources, their relationship to teaching styles, centralization vs. decentralization, the nonrelationship of learning resources to libraries and librarians, instructional development, administration, evaluation and accountability, and budgeting.

College Learning Resources Programs: A Book of Readings consists of eight chapters by twelve authors, which appear to have been written between 1971 and 1974. Treatment of each topic is brief and the balance somewhat uneven.

"Technological Communications Services in Higher Education," including instructional development, production, and utilization, discusses administrative organization, functions, and personnel with five organizational charts. "Instructional Development Function" discusses levels of personnel, competencies needed for faculty develop-

ment and developed instruction, facilities, equipment, expenses, and time. "The Diffusion/Adoption Function" concerns dissemination of innovations, getting them adopted by practitioners, demonstrating them in working environments, and facilitating their use and maintenance, including continuing evaluation.

"The Production Function" differentiates various levels of service—mechanical preparation, creative production, and conceptual design for audio, graphics, photography, and printing and duplicating—and gives organizational charts, job descriptions, production policies, and a list of capital equipment. "The Telecommunication Function" discusses educational and instructional television, studio production, personnel, and equipment.

"The Utilization Function" touches briefly on selection of materials, design, dissemination, faculty liaison, and technical consideration for equipment, bidding, distribution, and maintenance. "Facilities" discusses learning spaces, centers, projection, and acoustics. "Budgeting" touches on program analysis, statistics, planning, types of budgets, and their development and support.

Both books underscore the difficulties of quantifying standards or guidelines. "There is a lack of solid operational data from a variety of active learning resources centers on which to base generalizable formulae, cost estimates, planning criteria, and the like. Hopefully, a national study of the data derived from such centers can be programmed in the near future as primary source material" (Merrill and Drob, p.97). In the meantime, the lists, charts, descriptions, and definitions included, if examined critically and used cautiously, may be helpful in assessing one's own institution.—*Sarah Katharine Thomson, Media Utilization Advisor, Bergen Community College, Paramus, New Jersey.*

Association for Educational Communications and Technology. Task Force on Definition and Terminology. *Educational Technology: Definition and Glossary of Terms.* V.1. Washington, D.C.: Association for Educational Communications and Technology. 1977. 365p. $21.95 member;