

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-

zation of the LRC—its evolution, organization, and operation. There is no singular heuristic LRC model since local conditions and service philosophies differ for each institution. Many of the service components, however, can be applied or modified to fit a particular situation.

Numerous organizational charts of existing programs are included. The difference between them underscores the uniqueness of the environment of which each is a part. An underlying current of the book is functionalism through humanism. Some insight into the LRC as a process can be gleaned from the notion that it should be humanistically oriented and not strictly goal centered. Public service and user accessibility are keynotes, and systematic planning and intelligent decision making, according to the authors, are a significant part of the process and underlie good service.

Instructional technology services, instructional development, and faculty development are also included with definitions for each. These discussions seem simplistic in the assessment of these fields; nonetheless, they provide a good overview. MBO for LRCs is also discussed with a brief procedure for its implementation. MBO (management by objectives) is a complex technique, and it would be difficult to apply its principles or even understand its value or potential use from this brief treatment. The concluding section explains various personnel and budgeting considerations, and a synopsis of their workings and interrelationships is included.

These books are good introductory assessments of the current status of college learning resource centers. The books manage to provide a good blend of theory and practicality. The success of the Bock and La Jeunesse book is predicated on doing what it purports to do; that is, it offers an overview of program planning. The Burlingame book is comprehensive in scope and is clearly written. In view of subject coverage and price they both should be recommended for professional reading and reference.—William A. McIntyre, *New Hampshire Vocational-Technical College, Nashua.*

Washington University. School of Medicine Library. *Archives Procedural Manual*. 2d ed. rev. St. Louis: Washington University

School of Medicine Library, 1978. 143p. \$7.25. ISBN 0-912260-08-4. (Available from Archives Section, Washington University School of Medicine Library, 4580 Scott Ave., St. Louis, MO 63110.)

The *Archives Procedural Manual* of Washington University's School of Medicine Library consists of 143 pages, printed on only one side and bound with one of those awkward plastic loose-leaf binders, and includes twenty flow charts and eighteen forms devoted to archives, manuscripts, microfilming, and oral history. A little more than half is devoted to the microfilmed (all collections, now totaling nearly forty, are apparently microfilmed after processing) and computer-indexed oral history programs.

This manual shares a common fault with many other library and archival procedure manuals. The emphasis is necessarily on the documentation of trivial steps in the process, the filling out of forms and the completion of procedures in the proper order. Slighted is the intellectual activity that marks the heart of the process, in part because it is not amenable to flowcharts and forms. Because of this, it would be a mistake to expect a procedures manual to teach a novice how to process a manuscript or archival group.

Nevertheless, an understanding of the theory basic to the process is a necessary component—one that is lacking here. For instance, a flowchart, after the importance of provenance and original order has been cited, directs the processor to divide the material into "subgroups" based on formats. In addition, the processing of loose papers, "subgroup #3," indicates that they are to be specifically described at the item level in the inventory. This is particularly ironic, considering the claim that it is the general applicability of this manual that caused it to be published.

While nearly every page in this manual is dated August 1, 1978, indicating that it is a current revision, archaic practices and principles abound. For a nonarchival example of a living fossil, see the job descriptions in which the archivist, a "he," supervises the archives library assistant II, a "she," as well as the "microfilm camera operator in her work." Most of the reportedly twelve hundred purchasers of the first edition will probably not need this second edition; the preface indicates that the only major change has been the addi-