

The Expanding Role of Telecommunications in Higher Education. Ed. by Pamela J. Tate and Marilyn Kressel. San Francisco: Jossey-Bass, 1983. 115p. \$8.95. ISBN 0-87589-954-4.

Like most books comprised of collected pieces by various authors from various disciplines, this one suffers from a lack of continuity and focus. The editors set out nobly enough by concluding in their opening notes: "We believe that the driving force behind the development of new programs and systems should not be simply the allure of new technology. Rather institutions should continue to base their decisions about new ventures in telecommunications on the educational and societal problems that they wish to solve and on the learner needs that they wish to meet." However, the book fails to explore these problems and their possible solutions. Instead it takes you through some rather mundane discussions: why more educational television material isn't produced, audiovisual media-use statistics, and Robert Gillespie's unexceptional

views on computing in higher education, which have virtually no relevance to the issues at hand, at least as they are defined by the editors. Michael Goldstein writes about public policy, but this is not related back to learner needs. Glenn Watts' article about the changing workplace is better reading than the others, but most readers will find the veneer of the content awfully thin. The editors' concluding comments are the best part; they capsule the few useful points made. But after reading the book, I did not feel I had gained any real insight into the telecommunications issues that confront our colleges and universities today. The effectiveness of using telecommunications and computing in education is assumed from the start. There is no consideration of where either might be inappropriate or ineffective. We are not provided a strategy for planning or a road map to guide us into the future of telecommunications. We are not given new insights into the technology.

The book is a disappointment, for telecommunications is a misunderstood and inadequately planned area on most campuses, and good guides on the subject are sorely needed. This book does not fill the vacuum. Most readers would get just as much insight into telecommunications issues for campus administrators and planners by reading the *New York Times* education supplements or the *Chronicle of Higher Education*.—Thomas Hassler, University of Alaska, Fairbanks.

Radford, Neil A. *The Carnegie Corporation and the Development of American Libraries, 1928-1941.* Chicago: American Library Assn., 1984. 267p. (ACRL Publications in Librarianship, no. 44) \$29.95. LC 83-25710. ISBN 0-8389-3295-9.

Frederick P. Keppel was already acquainted with a number of the nation's library leaders when he became president of the Carnegie Corporation in 1922. Among them were Carl Milam, executive secretary of ALA, and William Warner Bishop, director of libraries at the University of Michigan and past president of ALA. Throughout the thirteen-year period discussed in this book, these three men were fated to work closely together



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