

University of Puget Sound from Dewey to LC. Unfortunately they never directly confront the issue of generalizing their procedures for adaptation to other sizes and types of libraries. The procedure they recommend involves changing the old main entry card and then duplicating a complete new card set. Very few alternatives to this procedure are mentioned, and none are explored in detail for changes in feasibility with variations in size and type of library, funding level, or time table for reclassification. For example, only Xerox duplicating machines are considered, yet other methods exist and are less expensive at some card production levels. The alternative of typing new LC call numbers on gummed labels and affixing them to the old cards is not even mentioned, though it seems an obvious one. Their recommended procedure does not consider the effect of branch collections on a reclassification project, though these are prevalent in university libraries and even more so in large public libraries.

If this book is considered for what it is, a report of a procedure that worked well in a particular instance, rather than what it claims to be, it may prove useful. However, much of the same information about the University of Puget Sound experience can be found in a paper delivered by Taylor at a 1968 University of Maryland Conference on Reclassification. Much of the material included in the book that was not in this earlier paper is not of critical importance to the problem of reclassification, though some items may be useful in themselves. For example, the authors devote forty-nine pages of the book to examples of the use of one table (Table IXa) from the LC literature schedules for the cutting of works by and about an author and of translations of his works. Fourteen pages are devoted to a description of the use of various models of Xerox machines for catalog card reproduction. Six pages are used giving examples of serial check-in records at the University of Puget Sound. The Class K Outline Scheme (law) published by LC is reproduced (nine pages), but this is taken from List 57 of *LC Classification—Additions and Changes*, a complete set of which any library switching to LC would need to purchase anyway. The chart on the LC system of author numbers included in

the book is not the current version; a procedure for names beginning with "Qu" has since been added.

The book does include a selected, though extensive (172 items, 46 pages), bibliography of the literature of reclassification through August 1969, with annotations which are evaluative as well as descriptive. It includes references that contrast Dewey with LC, consider centralized cataloging, describe the use of LC, etc., in addition to those that deal primarily with reclassification. The authors rely on this literature to describe the advantages and disadvantages of reclassifying to LC, spending only two pages discussing this issue themselves.

In summary, this is a disappointing book. There is a great need for the book they did not write, a careful consideration of alternative methods and techniques for reclassification by various sizes and types of libraries. There is little need for the book they did write. Taylor's earlier paper would serve as well for a description of the reclassification project at the University of Puget Sound.—*Edward A. Eaton, III, Graduate School of Library Science, The University of Texas at Austin.*

**Higher Education Facilities; Planning and Management Manual.** Technical Report 17, Manual 4: Academic Support Facilities, Western Interstate Commission for Higher Education. Boulder, Colo., 1971.

By now the manual series of the WICHE group are well known in educational circles. This one manual largely devoted to academic libraries must become a part of every library manager's working collection for the near future. Three of the four subject areas of this publication are now important to planners of large libraries (1) Study facilities (libraries), (3) Audio/Visual facilities, and (4) Computing facilities. The fourth, (2) Museum, gallery, and other exhibition facilities may be helpful.

The main body of the manual is devoted to libraries, sixty-three pages of a total seventy-two. After an introductory section placing this manual in the framework of the whole series, there is a section which abstracts and comments on other earlier methods and standards currently used for analyzing library facilities. The third section

sets forth the detailed method proposed by WICHE for evaluating existing library capacity and for projecting future library needs. The method, in each case, sets forth in outline form, logical order, and with fairly mechanical precision, every consideration needed for planning. Sample forms are included and the procedure is fully spelled out for a typical library example in an academic institution. The manual thus provides step by step guidance for anyone who might wish to apply the proposed standards to his own situation. There is accompanying text which quite reasonably comments on the possible variations from these rather rigid lines of measurement and states other possibilities. The same general arrangement is then followed for projected requirements. This chapter may be very useful, at the least, as a checklist of elements which must be included. A final example develops the procedure applied to another example for both existing facilities and the projection of requirements for the future. There is a general effect of considerable repetition throughout the text for libraries, but perhaps this is necessary. A final brief statement of "Unit floor area criteria," constitutes in effect a series of commonly used ranges of standard measures for stack space, reader space, and staff and service space. Also included here are the University of California criteria for similar functions.

The comments on A/V, Radio, and TV facilities are general and meager, representing only four pages of text. Museum, Gallery, and Other Exhibition facilities are given two pages and Data Processing and Computing Facilities just over two pages. This manual is obviously library oriented.

There is very little, if anything to criticize in the guidelines, criteria, or standards (as these terms may be variously defined). Many alternate statements are referenced in the text, and there is no real innovation in the applications of the criteria. Everyone is now aware that arbitrary regulation by fixed criteria generally produces failure; similar application of the WICHE criteria without modification for local circumstance would surely have the same effect. It seems clear from the text that the authors were fully aware of this, and they have provided some useful measures in an organized and well-presented pattern.

This manual will find a proper place in the working collections of any library planner, architect, and academic administrator. It will require judicious application and constant comparison with other sources of similar information, especially as new concepts of education and educational methods become an increasingly large factor in our planning.—*Jerrold Orne, University of North Carolina.*

Taylor, Robert S. *The Making of a Library: The Academic Library in Transition*. New York, Wiley (Becker-Hayes) 1972, 250p. (Hampshire College Working Paper Number Two) \$12.50.

Change in college libraries for survival in anticipation of the future is what this book is about. Hampshire College is the recent experimental college (opened for students, September 1970) in Amherst, Massachusetts. Taylor describes in this book the design of the Hampshire College Library Center.

This book is in large part a case study (with floor plans, diagrams, and other details) of what was and is involved in the design and planning of the Library at Hampshire. The problems and the objectives are described fluently. Taylor's philosophy of orienting the library to the user comes through eloquently. At this library the user is to be truly part of the picture. He is to be involved in the decision-making by the library. Also, the user's "costs" are to be considered in systems design and the provision of services. Extensive studies of what users do and do not do in the library are to be carried out. In sum, the Hampshire College Library Center has been designed to be unlike the traditional college library which, as Taylor says, is too concerned with the handling of materials and not the needs of people. This library is to be far more than a supply depot or warehouse with librarians as housekeepers.

Here's what the library involves in one building; a *conventional library* but with multimedia integrated in the "book" collection, a *display gallery*, a *bookstore*, an *INTRAN* (information transfer) *Center*, integrating educational technology and computing support to instruction and learning, and *duplication services*.

The design problems encountered are