

viable and beneficial one on which to spend so much time, energy, and money, the answer appears to be an unequivocal yes.

The significance of this study cannot be overemphasized. The need for procedures, forms, staffing, and administration of non-traditional continuing education projects will become more and more pressing. Continuing education has not come upon the scene without its questions and challenges; and this very important book provides a foundation for present needs and future studies.—*Sylvia G. Faibisoff, Northern Illinois University, DeKalb.*

Stoffle, Carla, Karter, Simon; and Pernaciaro, Samuel. *Materials & Methods for Political Science Research*. Library Edition. Bibliographic Instruction Series. New York: Libraryworks, 1979. 76, 107p. \$14.95 (plus \$1 postage and handling). LC 78-31927. ISBN 0-918212-11-1. Available from: Neal-Schuman Publishers, 64 University Place, New York, NY 10003. (Workbooks available for \$4.95 each, minimum order five copies.)

Since 1974, librarians at the University of Wisconsin-Parkside have been teaching library research skills to students majoring in several disciplines. This is one of the series of manuals that have been developed cooperatively by librarians and faculty members to assist in this effort. Each text is designed to introduce the students to library resources in a relatively short period of time and in a way that involves the student in the actual use of the materials.

The library edition of *Materials & Methods for Political Science Research* is composed of a workbook and an instructor's manual, both of which are available separately for course adoption.

The workshop introduces students to, and requires them to use, a wide variety of reference tools. It focuses on the methods of information gathering and the types of information sources appropriate for research and independent study in political science. In each of twelve chapters a specific type of material and its use for political science students is discussed, followed by assignments that test the ability of the individual to use standard sources in locating information. The focus of the last chapter is the study of

techniques and search strategies that are necessary to complete a successful research project.

The instructor's manual is designed to be used by the instructor in conjunction with the workbook. Specific suggestions regarding instructional procedures, the role of the library staff, and sources are given. A checklist of titles used enables the instructor to determine whether the library owns the exact editions of the titles used for the assignments. To save the instructor the time-consuming chore of creating individual question sets for use with the workbook, twenty different sets of fill-ins containing specific information requests are provided in section 7. Thus the assignments are individualized. Although every student reads the same question, each is asked for a different item of information.

This volume and others in this series are welcome additions to the growing list of materials that are available for library bibliographic instruction. The workbooks can be used for independent or guided study courses, noncredit study or continuing education programs, and graduate library science courses. They are useful either for a one-credit course or for the library unit of a three-credit methods course.

The manuals are adaptable and can easily be used by academic or library faculty. All of the titles used as examples are generally available in medium-size college libraries. These volumes are invaluable and should be available in all academic libraries. Being acquainted with them is a must for all reference and library instruction librarians.—*Roy H. Fry, Loyola University of Chicago, Chicago, Illinois.*

Cohen, Aaron, and Cohen, Elaine. *Designing and Space Planning for Libraries: A Behavioral Guide*. New York: Bowker, 1979. 250p. \$24.95 plus shipping and handling. LC 79-12478. ISBN 0-8352-1150-9.

A number of books on the planning of library buildings were published prior to the building boom of the 1960s and early 1970s. Those such as Keyes Metcalf's detailed and lengthy volume on academic library buildings have been heavily used as the source for everything we always wanted to know

about library construction. However, this smaller volume by Aaron and Elaine Cohen will serve a broader purpose for libraries and in many cases serve it more effectively. It treats some aspects with fewer, but more choice, words for the average librarian. It also provides a readable balance between the theoretical and practical aspects of building design.

Most important, one does not have to be planning a new structure to be attracted to this volume's contents. Every person who has some administrative responsibility for a library building will find this book fascinating and useful. Of course, a successful building is basically achieved by careful planning prior to construction. But the authors themselves suggest that some fine tuning of a new facility, six months to a year after occupancy, should be built into the planning with original funding allowing for some redoing and adjustments. One cannot be sure of the success of every bit of space prior to its being tested by the user.

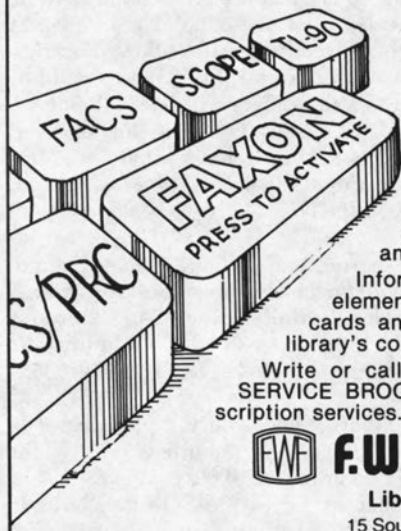
Most librarians will not have the luxury of

using this book as a guide to planning a new facility, but many will find it useful in redoing or redesigning areas. They will want to fine tune various aspects of their facility with this book in hand. This process is actually a continuous one for those who care about the environment provided for both materials and users.

A partial listing of index entries indicates the application of this book to an existing facility: acoustics, air conditioning, ballasts, carrels, color, energy conservation, carpeting, furniture maintenance and placement, graffiti, handicapped, headphones, houseplants, human territoriality, insulation, interior design, furniture and equipment inventories, lighting, moving, office layouts, painting, power failures, psychology of change, renovation, seating, signage, social interaction, solar heating systems, sound masking system, space planning, telephones, temperature, traffic patterns, and usability of buildings.

The emphasis by the authors on the behavioral aspects of design will help an ad-

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ministrator to examine continually how people work within space and then to consider rearrangement of space so that it works better for people and people work better within it.

The book has equal applicability to all kinds of libraries. By numerous diagrams and black-and-white and occasionally color illustrations, the book describes in readable terms the theoretical aspects of building construction. For instance, in discussing lighting the authors describe the visual comfort probability index (VCP). A VCP of 70 or better is good; it means that 70 out of the 100 people are comfortable in the light broadcast by a certain fixture.

On the practical size, a section of the book includes useful energy-saving tips. It may come as a bit of a shock to librarians and some architects when the authors state that sealed structures are more energy hungry than those fitted with windows that open! One very helpful section deals with color and graphics, the latter being more important to libraries than most other buildings, but often poorly treated in new libraries. Architects do not like to distract from their work of art with signs, while many librarians create distracting visual noise by overuse of poor signs.

Although some might have different opinions on minor details, this volume is a most reliable, useful, and up-to-date guide. If I had only one handbook with which to plan a new library or rehabilitate or renew an old one, *Designing and Space Planning for Libraries* would be my choice.—*Selby U. Gratton, State University of New York, College at Cortland.*

**"Library Buildings,"** edited by Nancy Fjällbrant. IATUL Proceedings. V.11, 1979. Göteborg, Sweden: International Assn. of Technological University Libraries, Chalmers Univ. of Technology Library, 1979. 80p.

The papers presented at this meeting of technological university librarians contain information about new library buildings—four British, one Danish, one Swedish, and a general description of seven German libraries. British librarians in general pay scant attention to U.S. librarianship on the assumption that it is not pertinent to them,

and the rest of Europe does not seem to be aware of the extent of the vast and sprawling experimentation in library buildings that was generated in the United States by about five billion dollars' worth of construction during the 1960s.

As a consequence, our cousins abroad go right on perpetuating the mistakes we made during that period, which I, among others, have been in the process of criticizing for the past fifteen years. While I do not recommend it for many things, I certainly recommend the second half of the twentieth century for its achievements in knowledge of library construction. But to read this publication is to realize how slowly much of the world is emerging into this period.

What age is reflected in these words in a professional article: "The main aim of the library is to provide users with information. The reference and bibliographical collections . . . are therefore regarded as the core collections" (Loughborough)?

With how much sympathy can we regard arguments expounding the usefulness of open stacks (one whole article and parts of most others), or of giving up large reading rooms and distributing seating around the perimeter, about offering reference service that reaches out (or *any* reference service), or using movable furniture?

The libraries displayed repeat building elements that are demonstrably bad practice, such as overuse of office landscaping, which does *not* provide privacy of conversation (despite architect Faulkner-Brown's claim); dependence on natural light for reading at the building's periphery; main entrances below main floors; inadequate illumination intensities (thirty-seven footcandles recommended by Faulkner-Brown); high-glare fixtures.

The photographs of the buildings reflect a much higher quality of architectural design on the Continent than in Great Britain. Of the libraries accompanied by floor plans the best by far is the Nottingham University library whose exterior and cross section, derived heavily from the Colorado College library in Colorado Springs, adapt well to a completely new, highly functional interior layout. The worst by far is at Loughborough University, designed by the very same firm, which is an architect's extravagance rem-