

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

discussed candidly. It is stated that the changing budgetary pressures in today's higher education have had a proscribing effect on much of what the library is planned to be. Because of the current economy a large share of the planned-for-functions, particularly the electronic, have yet to be realized.

There is an admirable honesty in this volume. Mistakes in building and service design are admitted, e.g. "The (library) is laced with conduits, with outlets, where we do not want them and no outlets where we need them."

The philosophy expounded is one meant to change the college library and to increase its effectiveness. It deals with, "the renewal of a static if not moribund organization—the library—and of a profession that grows in numbers but dies in content and purpose." Although the author is certainly convincing in his argument for changes to improve on current library problems there are many promising indicators that the profession is trying to get with it and sometimes succeeding. In this vein, formal experiments (sponsored by the Council on Library Resources) with the use of student assistants for reference work have been set up with good results at Brown University, Wabash College and elsewhere. We will nevertheless learn much from the Hampshire experience whether it's dramatically successful or not.

One aspect not emphasized enough by Taylor is the problem of how to change the teaching faculty's attitude toward the library. Librarians can do much to help individual students with library instructional programs of all kinds as long as the student needs to know but the real long-lasting effect must come from the teaching faculty. This can only happen when they become knowledgeable and enthusiastic library users and begin to consider the effective use of the library by students as part of the course work. We librarians can repackage systems and products and try our utmost to interrupt the cycle of library misuse and nonuse by students but to little effect if the faculty are not really with us. If the faculty are "different" at Hampshire it is not so stated in the book. Indeed they appear to be similar to professors at conventional colleges when it comes to book selection: "The

faculty members were either not interested or not able to define and recommend a basic book collection in their field."—John Lubans, Jr., *University of Colorado*.

**Internationale Bibliographie zur Soziologie und Psychologie des Lesens** [International Bibliography to the Sociology and Psychology of Reading]. Compiled by Eymar Fertig. Edited by Heinz Steinberg. Verlag Dokumentation, Munchen-Pullach, Berlin. R. R. Bowker Co., New York, 1971. 230p. \$12.95.

This bibliography is the by-product of an educational meeting entitled "Research Subject: The Book," which was held at the American Memorial Library in Berlin during February 19 and 20, 1969. The publication is intended to be a guide to literature explaining who reads what and why.

Included in the list of 1,027 articles, pamphlets, and books are 347 titles in English. The bulk of the remainder are in German, with enough other languages represented to validate the use of the word "international" in the title. Brief annotations (in German) are supplied for the less descriptively titled entries. Among the items listed are titles dealing with such questions as how television affects reading habits, what people read in various geographical areas, whether library usage increases during election years, etc.

Most of the items listed were published between 1945 and 1971. The exceptions are a few pre-1945 classics, chosen for their recognized importance to the topic. The editor cites as an example the works by Douglas Waples representing an "obvious pioneering feat" or setting an "indispensable precedent."

The entries are listed alphabetically by author and divided into three broad subject categories: (1) Communication, (2) Book-selling, and (3) Library. Each of these categories has the two subdivisions: (1) Theory and (2) Empirical observations. Because the wide variety of subjects covered do not all fit neatly into these categories, the organization seems a bit contrived; but the subject index and index of compilers, authors, and persons mentioned in titles and annotations alleviate this shortcoming to a certain degree. The subject index, however, is a rather unwieldy mixture of sub-