

Congress and the New York State Library in the lavish South Mall in Albany. One might, therefore, characterize the practical value of this volume of very selective readings as, "too little, too late." Most of the articles collected were written at least ten years ago.

What is really needed now is not a repetition of ideas that have already been used as a basis for planning the buildings of the boom, but a thorough assessment to discover successes and failures of the hundreds of buildings conceived and constructed during the past two decades. Such an effort will be most helpful to those still fortunate enough to indulge in new construction, and to those usually somewhat less fortunate, who will work on addition and rehabilitation projects, and even to the majority who will have to simply live with what they have, making minor modifications in the form of rearrangements of interiors. In regard to the latter, a major gap in this volume is that nothing of Robert Sommer's work on interior environments is included. Particularly, his *Ecology of Privacy* article would have strengthened the treatment of interior design and arrangements.

The investment of the \$18.95 in this volume may pay for itself in time that otherwise would be spent in digging out some of the fine articles contained under one cover here and all analyzed by a single index including personal and institutional names, subjects, and journal titles. The general arrangement of these reprint articles groups them under broad headings, such as The Use of Consultants, The Building Program, Site Considerations, Staff Spaces, Mechanical Spaces, Furnishings and Equipment, and Some Considerations for Newer Media and Automation Services. As with any book of readings, it is almost impossible for the editor to avoid some redundancy and unevenness. Most of the articles are short; some are superficial.

Besides the editor's initial and heavily illustrated overview encyclopedia article reprint, the longest and very informative contribution is by Alvin Toffler (*Future Shock*). He traces the functions of U.S. academic library buildings in relation to their form: from the monumental to the modular, from high ceilings to low ceilings,

from closed stacks to open stacks, from uniformity and rigidity of space to variety and flexibility, and from card catalogs to computer terminals. His contribution along with one or two others actually makes for fascinating reading. The other significant articles by such authorities as Ellsworth, Wheeler, McDonald, Poole, and Van Buren are more informative than exciting.

The editor gives Ernest J. Reese's twenty-five year old article on building programs "classic" status, but the one following on the same subject by Ellsworth Mason is more up-to-date and helpful to the librarian confronted with writing a program. Mason's three contributions are all well written and to the point. Metcalf's five entries may be found in slightly different form in his massive volume, *Planning Academic and Research Library Buildings*, an appendix of which is reprinted as the appendix of this volume (on formulas and tables). A few articles are very brief and of small value to the library planner. The three page article on Layout Planning for Plant Offices does not carry over to library offices.

The emphasis in this volume seems to be on academic library buildings. Public library building considerations are given some treatment; school and special library considerations are almost totally missing, perhaps because they do not usually involve separate buildings.

It would have been more satisfactory in a volume of older reprints if a new contribution (including an updated bibliography) had been prepared by the editor or someone else to summarize the current state of the art of library facilities planning. That does not seem to be a characteristic, or perhaps purpose, of the *Reader Series in Library and Information Science* of which this volume is one of the latest.—*Selby U. Gration, Director of Libraries, State University of New York, College at Cortland.*

Lubans, John, Jr., and Chapman, Edward A., eds. *Reader in Library Systems Analysis*. Reader Series in Library and Information Science. Englewood, Colorado: Microcard Editions Books, 1975. 471p. \$18.95. (LC 75-6253) (ISBN 0-910972-45-1)

The editors, Lubans and Chapman, were no doubt eager to utilize the materials they assembled while writing their *Library Systems Analysis Guidelines*. The result is this addition to the *Reader* series. It is obviously a by-product of another research venture but, nonetheless, useful.

The volume contains thirty-four articles dealing with library systems analysis, ranging from historical aspects to current day case studies. The five major sections into which the articles are divided are: Historical Aspects of Library Systems Analysis; General Views of Library Systems Analysis; Ideas, Concepts and Procedures within Systems Analysis; Applying Systems Analysis Concepts; and Electronic Data Processing and Systems Analysis.

While the selection of previously published works is quite good, it does seem unfortunate that the articles appearing after the publication of their earlier book are scantily represented. The book covers articles from 1934 to 1973. The authorities in the field are quite well represented, notably in articles by Frederick Kilgour, Allen Veaner, Richard Dougherty, and Ralph Shaw.

The topics covered include the concepts and processes most instructors would want to include in a systems analysis course: flow-charting, sampling, cost analysis, time-and-motion studies, automation, data processing, and evaluation. The nature of the book does not allow, unfortunately, for a discussion of these concepts in a unified way in order for the library science student or librarian new to systems analysis to fully understand systems analysis methodologies. Going back to the earlier work, however, compensates for that.

I cannot help wishing that the articles had been put into a common typeset, although that slight imperfection does not affect the readability of the book to any significant extent.

This anthology will be very useful for library school students in systems analysis classes. In addition, librarians wishing to become generally familiar with the history and development of systems analysis will find this very useful.—*Deanna Marcum, Assistant Director for Public Services and Employee Relations, Joint University Li-*

braries, Nashville, Tennessee.

White, Carl M. *A Historical Introduction to Library Education: Problems and Progress to 1951*. Metuchen, N.J.: Scarecrow, 1976. 296p. \$11.00. (LC 75-28086) (ISBN 0-8108-0874-9)

Graduate and professional schools and colleges are being assailed by a growing number of potent forces. Students are finding graduate education "disappointing and damaging"; graduates are finding it increasingly difficult to locate jobs; budgets are being reduced; some schools are being phased out; and the need for formal credentials is being disputed. These and other similar societal forces are causing graduate deans and faculties to review the mission of graduate and professional programs. They are taking a critical look at the origin and growth of the graduate schools and are trying to chart a clearer course for their future. Those who are making these assessments of library education for the first time will find new and helpful information in *A Historical Introduction to Library Education: Problems and Progress to 1951*; those who have engaged in the assessment process before will find little that is new and perhaps much to question.

The first five of the nine chapters of the book deal mainly with those ideas and topics covered in the author's earlier work, *The Origins of the American Library School*, which was published in 1961. Mr. White traces again, but in somewhat more detail, those social forces and personalities which preceded and greatly influenced the development of the library school's curriculum. These early social forces and individuals succeeded in casting the library school in the mold of the technical programs which were so popular during the last quarter of the nineteenth century.

The remaining four chapters are devoted to a development of Mr. White's thesis that the main tension generated in the evolution of the library school was the result of appropriate efforts to move away from the technical school model toward the adoption of university standards for the education of librarians. The influence of the Carnegie Corporation and the founding of the Graduate Library Schools are other examples