

more extensively on citation indexing and its applications than any other author.

The work is highly recommended for all librarians and information specialists as well as for sociologists and historians of science.—*Stephen P. Harter, University of South Florida, Tampa.*

**Stone, Elizabeth; Sheahan, Eileen; and Harig, Katherine J.** *Model Continuing Education Recognition System in Library and Information Science*. New York: K. G. Saur, 1979. 313p. \$29. LC 79-11538. ISBN 0-89664-145-7.

With the increasing concern and participation in continuing education by the library/information/media community, there has also been aroused an interest in developing some type of recognition system that would provide a visible means of accountability, contribute to improving the quality of the programs, and make it possible for those who do take continuing education courses to gain recognition for their efforts.

The present study, the result of a grant awarded to the Continuing Library Education Network and Exchange (CLENE) and Catholic University, addresses two aspects of continuing education: (1) the development of a model recognition system for library/information/media personnel engaged in nontraditional programs of study (i.e., home study projects) and (2) the design and demonstration of a home study course that would qualify for recognition in the inclusion of that model. However, although the study is limited to nontraditional programs of continuing education, the procedures and methodology used in collecting data for the project provide information relevant to questions and issues that may also arise regarding recognition for more traditional types of continuing education programs.

This report of the project on model recognition systems is divided into seven chapters, each of which lends itself to discrete assessment. Chapter 1, introduction and background, discusses the expressed need for the study. Chapter 2 deals with the procedures and methodology used in collecting data; these are painstakingly described by the authors. It includes procedures for developing and pretesting home study

modules, guidelines, processes for disseminating information about home study programs, and the use of continuing education units in the home study program.

Chapter 3 explores continuing education recognition units used by other professions that provide for nontraditional studies. The definition of home study and its advantages and disadvantages are included. Chapters 4 and 5 relate to the findings and conclusions of library/information/media personnel presently participating in continuing education relative to their perception of the objectives of such a system.

Chapter 6 contains the proposed model for a voluntary continuing education recognition system and suggestions for implementing it.

The results, conclusions, and recommendations of this extensive research project as described are impressive in scope, encyclopedic in treatment. The authors also anticipate problems and have recognized that one of the major barriers to the development of home study courses is the lack of adequately trained persons and the absence of educational institutions with training programs.

In collecting data on a model recognition system for nontraditional programs, the authors have also collected information dealing with concomitant questions that relate to recognition units for more traditional continuing education programs and answer some of the following questions: How is the quality of a continuing education program maintained? Are the objectives of the library/information/media programs compatible with those of other organizations? Who will maintain the records? Where will the records be maintained? Who will grant recognition? They also wrestle with problems of guidelines, standards, and criteria.

This publication becomes increasingly important as one realizes that the literature on the subject of nontraditional learning, especially in the specific area of home study, has not appeared in library journals. Thus this work becomes one of the first full-length, detailed studies on continuing education recognition units published in library literature. For those skeptics who may question whether the limited issue of recognition units for home study programs is a

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