in terms of a wayfinding handbook, the book should have other parts related to larger-scale environmental aspects, for example, floor-plan configuration and visual access that are known from the research literature, and practical experience, to help people to find their destinations. Interestingly, the three pages of bibliography are almost exclusively about signing, graphic design, colour and typography. The strengths of the book are its wealth of design experience and its focus on graphic design. The weakness is the flip side of that coin, the lack of tackling the larger issues of wayfinding planning including such factors as the effects of floorplan configuration or campus configuration on ease of wayfinding, wayfinding under extreme situations of mild to moderate visual handicaps and the interactive effects on wayfinding of lighting, terrain, visibility and other larger architectural and urban design factors. These other aspects facilitate wayfinding ability as well as the smaller scale factors of graphic design. Nevertheless, as a companion to the well-known architectural wayfinding books by Passini and by Arthur and Pastini, this book fills a niche about the smaller-scale issues of graphic wayfinding design.  

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Architecture and its influence on users in school environments is beginning to find a significant place in contemporary 21st Century educational thought. In the 21st Century – the information and technology age – necessities have changed rapidly. As a result, education systems in various parts of the world have changed and school buildings are struggling to deal with the latest needed changes. In this context, the editor has challenged his authors to answer two deceptively simple questions: "What are the new trends in school buildings" and "What is emerging in educational practice that may affect school design tomorrow?" Four authors plus Walden discuss these questions as they explore concepts of lifelong learning, active participation and technological development and their impact on the architecture of school buildings. As the concept of "school" has since the 1990s become enlarged to a notion of community campus, the book also investigates the new, community-based model of teaching and learning. The main premise is to outline some of the principles of the design of flexible and adaptable school buildings for today and for the future.

Rothraut Walden, editor of this book, has a tenured position at the Institute for Psychology of the University of Koblenz, Germany. Her major fields of research are architectural psychology and work and organizational psychology, while she is also interested in educational and social psychology. With this book, she merges her discipline (architectural psychology, or more broadly known outside Germany as environment-behavior studies) with school architecture. As well as Rothraut Walden, the other authors, representing three continents (North America, Europe and Asia) are Henry Sanoff, the recently sadly deceased Jeffery Lackney, Simone Borrelbach and Kaname Yanagisawa, with shorter appendices contributed by Peter Hubner and Friedensreich Hundertwasser.

The book is comprised of eight chapters plus two appendices. The first chapter is introductory, in which Walden outlines the book in general, for example the importance of school buildings to education and gives an overview of each chapter.

The next three chapters are about the history of school buildings in the USA, Germany and Japan. First, Lackney presents a history of USA school buildings from early colonial times to the present. He argues that the history of the schoolhouse in the USA was affected by educational philosophy, goals, curricular objectives, instructional methods and cultural values. He then shows these changes on educational architecture under three general periods of American social, economic and political history: the Agrarian Colonial Period (1650-1849), the Industrial Revolution (1850-1949) and the Information Age (1950-present). Included, as an example from the Industrial Revolution period, is a lovely historical photograph of the famous Golda Meir School in Milwaukee, named after the first female prime minister of Israel.

Yanagisawa describes the brief history of formal Japanese school planning. He traces the development from the Meiji era (1868-1912) through to contemporary times. A feature of this short chapter is the extensive inclusion of plans and photographs of contemporary Japanese schools.

Then, Borrelbach outlines the history of schools in Germany, with an emphasis on the main historical pioneers of change. One can find information about the many reform movements and their implications on the form of the school building by Maria Montessori, Rudolf Steiner, Peter Peterson and Helen Parkhurst.

The remaining chapters, the third part of the book, are related to the school of the future. In an extensive chapter opening this section of the book, Walden discusses the impact of major architectural aspects of school buildings on learning; namely, color, form, design, lighting, heating, cooling and ventilation, acoustics and noise, furniture and equipment, and density and crowding. As well as these, ecological and organizational aspects are taken into consideration. In addition, she stresses the user design and appropriation by students to interact with their learning environment directly. She examines all aspects regarding environment-behavior studies with long and useful list of references to the scientific literature from various parts of the world.
The following chapters treat different aspects of future schools. Each chapter is devoted to one of three different issues about future schools: community participation, technology and communication, and learning communities. After Sanoff states the importance of community participation - which includes all stakeholders like parents, organizations and citizens - and of the community design process that he has pioneered, he gives a real example of an elementary school as centre of the community and all processes needed to develop this community.

Relating information technology and communication, Yanagisawa teases out this issue by presenting examples of innovative schools worldwide.

In one of the best chapters in the book, Lackney discusses design communication with the use of a variant of Alexander's pattern language, which he and one of the current reviewers (Moore) brought to the educational literature in the mid-1990s. In this chapter, Lackney proposes the attributes of place experience can have a potential to create a common language that both architects and educators can use to communicate and articulate their environmental experiences about teaching, learning and the built environment. This chapter is liberally sprinkled with the exceptional diagrams of patterns for schools that were a trademark of Lackney's publications. His recent passing has come as a shock to all of us; this chapter, one of his final ones, is an excellent testament to his tremendous contributions to the architecture-and-education literature.

The next chapter by Walden is related to judgment of the quality of schools. The author presents instruments to assess school buildings according to Canter's face theory, a tool provided to connect between content and collection approach in which the method emerges 'intrinsically' from the content.

In conclusion, some final remarks about the future of schools are written by Walden. The most important features for the design of innovative schools are listed briefly. An appendix provides descriptions and photographs of 23 innovative schools from different countries, which are presented with rich and colourful pages.

Like all books, this book has both strengths and some areas where is could be stronger. As regard to strengths of the book, firstly the book gives attention to different important issues including community participation and technology while designing schools that meet the necessity of contemporary learners in the information age. Secondly, the introductory chapter includes a short overview of each chapter as well as significance of the topic, which facilitates the following chapters. Besides, the conclusion is a good summary connecting the many issues in the book. The references are excellent, and valuable, and the brief case studies in the appendices are illuminating.

In the context of all of these strengths of the book, and while it is easy to keep reading this book, even for one whose first language is not English, there is a lack of connection between chapters. Furthermore, there is no comment about the similarities and differences between histories of the different countries and there is no summary about this part of the book. In addition, these historical parts are not connected with the other contemporary parts of the book. Furthermore, even if the book's title includes the words 'architectural psychology', when one analyses each chapter separately, only Walden's writings and to a lesser degree Lackney's focus on the psychology of architecture and the relations between the built environment and children's development.

In conclusion, the book is a good step to show that the designing of schools does not depend on one discipline. 21st Century changes in terms of social, economical, technological and cultural issues necessitate a different understanding and approach to the design of schools. In this regard, this book is essential reading for architects, educators, school administrators and all community members concerned with the future of education and the role of architecture in setting the stage for the education of future generations of our children.

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Elements of Architecture
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At times of financial crisis creativity makes new inroads, packing the same in a new look. Current tight global economic situation has put considerable pressure on bookstores and publishers. To keep the business in track, the publishing companies have become more selective in their list of things to be published. Architecture is still a popular subject, and the book under review presents a package one aim of which is to expand the scope of its readership.

The first question this book raises is of the following kind: who is the audience and the main target of the manuscript? A clue to this inquiry can be found in the cover page; in addition to the title, the first thing that catches one's eye is the reference to the publisher, "PRINCETON FIELD GUIDES TO ART" all printed in capital letters with "Princeton" in a nice orange color. The front and back cover pages are furnished with clips of illustrations that speak for the present visual interest in folded surfaces and expressive forms. No wonder then that a cut from F.L. Wright's famous Guggenheim Museum in NY City covers the front page, complemented by a picture of the internal staircase of I.M. Pei's addition to the Grand Louvre (Paris), to mention one of many images peppering the book's rear cover.

This is not merely a guidebook to the world of architecture. The word "field"