

junior and community colleges. A more conceptual approach is found in Jon Lindgren's provocative paper on colleges. He draws implications for a persuasive rhetoric and teaching methods from the parallel between library instruction and the teaching of composition.

Of course, some topics a reader might want to see are not covered. I missed discussions of library instruction in special and federal libraries, the use of statistics, and programs for teaching faculty and on-line data base users. Lubans makes the cogent suggestion that schools should look to "faculty development" programs as a way to change attitudes, but this is not expanded upon.

Chapter and final bibliographies and a list of library instruction clearinghouses, directories, and newsletters make this well-presented volume more valuable. The index was a good idea but unfortunately is too incomplete to be very useful. This book is highly recommended to all who found the 1974 volume useful and to all academic librarians and faculty.—Robert J. Merikan-gas, *University of Maryland, College Park.*

***Beyond Media: New Approaches to Mass Communication.*** Edited by Richard W. Budd and Brent D. Ruben. Rochelle Park, N.J.: Hayden Book Co., 1979. 262p. \$10.95 paper. LC 78-12432. ISBN 0-8104-5644-5.

The central thesis of this book is that the concept of mass communication and mass communication institutions should be broadened beyond the more traditional mass media such as radio, television, newspapers, magazines, and film to include such nontraditional media as architecture, art, libraries, museums, political image-making, religion, restaurants, and theater. Taking a McLuhanesque posture, the authors put forth their broadened perspective as a bridge toward interinstitutional interaction, suggesting that the application of the mass communication model of one to many might cast new light on how to handle problems familiar to the more traditional mass media institutions.

This book should be required reading for all librarians. The authors pronounce that libraries could well become the most out-

standing mass medium of our information-rich age. But they point out libraries can just as easily go out of business! Comparing the library to any of the classic mass media, they point to a reversal of the mass communication process, for, instead of having the source (librarian) communicating to a receiver (library user), the library user becomes the communicator and the librarian becomes the receiver. It is the user who has the message that he or she attempts to articulate to the librarian—and unless that user "communicates," the library might remain nothing more than a storehouse of materials with all communication going one way. To assume a leadership role, the library must take a pro-active stance, rather than be reactive. It must be a client-centered, information-disseminating agency. The librarian must be an information agent, who actively initiates the message process. The library's governance structure must be democratic with dynamic leadership directing it on a broad, worldly course, with an outward focus on information networks.

In summary, to compete with the traditional mass media, libraries must become more convenient to access for greater numbers.—Mary B. Cassata, *State University of New York at Buffalo.*

Downs, Robert B. ***Books That Changed the World.*** 2d ed. Chicago: American Library Assn., 1978. 400p. \$15. LC 78-13371. ISBN 0-8389-0270-7.

Downs, Robert B. ***In Search of New Horizons: Epic Tales of Travel and Exploration.*** Chicago: American Library Assn., 1978. 290p. \$15. LC 78-13656. ISBN 0-8389-0269-3.

Robert B. Downs has done it again, or—rather—done it again twice. He has produced the second edition of his *Books That Changed the World*, and he has ventured into a companion piece that, in capsule form, recounts the narratives of twenty-four eminent explorers.

*Books That Changed the World* has been greatly expanded. Its two sections deal with books that changed the world of humanity and books that changed the world of science. The former extends from the Bible and Homer to *Mein Kampf* and the latter from Hippocrates to Einstein and Rachel

Carson. There is no point in quibbling with the author's selection of the titles or in proposing substitutions by the reviewer; Downs' list of books is as good as any, and his depiction of the impact of each work upon history is sound. The book is one for dipping and browsing, rather than for continuous reading. Experienced readers will find little that is new, but they will have at hand a reliable assessment of the books Downs considers to be epochal.

*In Search of New Horizons* performs the same function for explorers and travelers, arranged chronologically from Herodotus to the conquerors of Annapurna and Everest. Here the subject matter calls for a more vigorous treatment than that which Downs' rather sluggish prose gives it. The information is solid, but the spark of life is frequently missing. As the range of narratives of exploration is so great, one may properly question some of Downs' choices. When there is still so much doubt that Peary reached the North Pole, why describe his account of the supposed feat? One also wonders why this work was published by the American Library Association rather than a commercial publisher, considering that its subject matter appears to be more appropriate for trade publication.—Henry Miller Madden, California State University, Fresno.

National Research Council. Study Project on Social Research and Development.

*The Federal Investment in Knowledge of Social Problems*. Volume 1: Study Project Report. Washington, D.C.: National Academy of Sciences, 1978. 114p. \$7. LC 78-7928. ISBN 0-309-02747-0.

National Research Council. Study Project on Social Research and Development.

*Knowledge and Policy: The Uncertain Connection*. Laurence E. Lynn, Jr., editor. Study Project on Social Research and Development, Volume 5. Washington, D.C.: National Academy of Sciences, 1978. 183p. \$8.25. LC 78-1960. ISBN 0-309-02732-2.

The works cited above are the report and one of five volumes of background papers of the National Research Council's Study Project on Social Research and Development, commenced in 1974. This was the fourth

federally sponsored investigation since 1968 of the usefulness of social science to social policy and possibilities for improvement.

According to its chairman, Professor Donald Stokes of Princeton, the latest study differs from its predecessors in considering the limitations as well as the potentialities of social research for governmental purposes; in encompassing all aspects of "knowledge production and application" (including, for example, collection of social statistics) in addition to research and development as conventionally defined; and in including nonfederal users and uses in calculating the benefits of federal knowledge-promoting activities.

Among the study group's recommendations are that federal research sponsorship be more systematically planned, as well as increased; that research users outside government be involved in planning; that dissemination activities include periodic syntheses of the knowledge gained from research (a proposal that recalls the Weinberg Report of 1963); and that the role of knowledge brokers—officials whose job is to identify and elucidate for government and the scientific community their opportunities for mutual betterment—be enlarged.

The six background papers collected under the title *Knowledge and Policy: The Uncertain Connection* make for livelier reading than the study report, displaying an interesting range of opinion on such matters as the past usefulness of social science to policy formation and the extent to which society both can and should expect direct and immediate benefits from scientific endeavors.

To mention just a few examples in this small space, Carol H. Weiss reports that use of social science by federal decision makers has been shown to be greater than is generally assumed (p.26), while James Q. Wilson asserts that serious social science is given serious governmental attention only rarely, and perhaps never (p.82, 92). A system called PIPs (policy implication papers) established in HEW to systematize dissemination and use of research results is judged promising in one paper (Howard Davis and Susan Salasin, p.121-22), while another concludes "PIPs flopped" (Weiss, p.70).

Alone among the contributors, Weiss dis-