

grate theory and practice there is a need for a learning environment such as a working library, which becomes, in essence, the laboratory. This model would allow the interrelationship of theory and practice. Freedom, relevance, and discovery are the elements seen as necessary to provide the methodology of integrating theory and practice into the teaching-learning process.

This volume brings together most if not all of the arguments pertaining to the discussion of theory versus practice in library education, and in that sense serves a useful function. The bibliography and references are extensive and add depth to the work.

There are also, unfortunately, some aspects of the book that detract from its strengths. The text is laborious to read, primarily because of the extensive use of hyperbole and a vocabulary that does not lend itself to readability. The other shortcoming is the lack of analytical assessment of the material that has been gathered. The material is presented in a straightforward way, but few

conclusions are drawn from the available information. The final conclusion that is put forward is perhaps too simplistic: freedom, relevance, and discovery will reconcile theory and practice in the teaching-learning process. The expectation of an actual theory or model to address the question was not met.—*Irene B. Hoadley, Texas A&M University, College Station, Texas.*

A Unifying Influence: Essays of Raynard Coe Swank. Ed. by David W. Heron. Metuchen, N.J.: Scarecrow, 1981. \$13.50. LC 80-28595. ISBN 0-8108-1407-2.

Raynard C. Swank's distinguished career in American librarianship included service as a director of two research libraries, as an association executive, and as a library school dean. Swank received his doctorate from the Graduate Library School at the University of Chicago in 1944. After several years as director of the University of Oregon library, he moved to Stanford, where he directed the Stanford University Libraries from 1948 to



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1962. From 1962 to 1970 he served as dean of the School of Librarianship at the University of California, Berkeley. He took a leave from Stanford in 1959 to head the American Library Association's Office of International Relations.

Editor David Heron, head of readers services at the Hoover Institution, Stanford University, selected the fourteen essays. Heron describes himself as an "apprentice" of Swank, for whom he worked for five years at Stanford. Heron's preface, like the foreword by Lawrence Clark Powell, who was university librarian at UCLA, and the appreciation by J. Periam Danton, who preceded Swank as dean of the Berkeley School of Librarianship, are charming combinations of personal reminiscences and brief biographical sketches.

Swank's fourteen essays cover the thirty years from 1944 to 1974. The first, an article published in *Library Quarterly*, is based upon Swank's dissertation. It coherently discusses various points of view about the adequacy of bibliographic access in subject cata-

logs, classifications, and bibliographies. At a time when we are planning "user friendly" automated catalogs, the article is worth re-reading.

The final article, published in *California Librarian* in 1974, is Swank's edited version of a speech he presented in 1973. Swank spoke to the California librarians at a time, not unlike the present, when the prospect of federal and state support for libraries seemed to be diminishing. Swank's call to librarians to continue to press for their cooperative goals rather than to sink into "excessive parochial commitment" is relevant today.

Six of the remaining twelve essays are from the fifties—Swank's Stanford years. They include a talk given to an audiovisual conference in which he expresses his interest in media. Heron also includes three essays on international matters from Swank's years in the ALA Office of International Relations, and one essay about the changes in library school curriculum, in which Swank was involved during his years as dean at Berkeley.

Swank occupied important positions in li-

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brarianship and the range of his interests and activities is impressive. In the preface, Heron states that the "essays reflect some of the ways in which he (Swank) has changed libraries and librarianship, some of his most important professional accomplishments." Heron, unfortunately, does not include a bibliography of Swank's writings, nor does Heron attempt to assess Swank's achievements.

The years from the Depression to the mid-seventies were years of increasingly rapid change. As we have become involved in change—especially in technology-based change—it may be that we have failed to learn from our past—especially our recent past. Swank's essays, interesting in themselves, may form a portion of the material from which a significant and fascinating history can be written.—*Elaine Sloan, Indiana University, Bloomington.*

Progress in Communication Sciences, Volume II. Ed. by Brenda Dervin and Melvin J. Voigt. Norwood N.J.: ALEX Publishing Corp., 1980. 365p. \$32.50. ISBN 0-89391-

060-0. ISSN 0163-5689.

In the preface to this volume, the editors state: "The purpose of this volume . . . is to provide . . . high quality state of the art reviews of thought and research in three areas of emphasis: (1) information, information transfer, and information systems; (2) the uses and effects of communications; (3) the control and regulating of communication and information" (p.vii). This is a very big net. A reviewer can only stand (sit? read?) in awe at the broad display of erudition in these nine essays: artificial intelligence, social cognition, children's television, computer conferencing, television soap operas, and information science, to name but a few topics. Yet if the communication/information arena is to be a field of study, even a discipline, then a volume such as this begins the necessary exploration of its dimensions. A reviewer in limited space can only take a hop, skip, and a jump through the collection, commenting on a few of the essays and pointing at others.

The first essay in the volume is "Social Cognition, Self-Awareness, and Interpersonal

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