

and changed again. Six weeks after the close of the fiscal year the Librarian Emeritus was dead. It would be grandiose to say this *Report* marks the end of an era—daily some era ends—but there was a concatenation of events that made it no ordinary year. The ten-millionth book was unceremoniously received. Although appropriations were \$43,000 greater than the previous year, failure to appropriate for certain within-grade increases, and other causes, led to a net loss: instead of fourteen more positions, fourteen less; the small divisions of European Affairs and Aeronautics were abandoned. Book funds were 26 per cent less than in 1951, but cataloging still fell behind. Mrs. Elizabeth Sprague Coolidge, initiator of the library's system of gifts and endowments, died; and Dr. Hummel, for 22 years chief of the Orientalia Division, retired.

It would be easy, by selection of events, to construct a picture of decline and incipient decay. Such was not the case. Rather, the post-war cycle had run its course: indeed, the changing of the guard seems natural in retrospect. The great collection (33 million books, maps, pictures, etc., etc.) was there, silently growing; the staff (2,402) was no more than normally changed; the budget (\$13,000,000 expended) was still impressive. The Library of Congress swung quietly at dead-center awaiting the appointment of a new librarian.

In recent years the *Reports* have been notable for some special feature as in 1953, a summation of Luther Evans' work at the Library. The 1954 *Report* reviews the collection in its enormous variety on the occasion of the ten-millionth book through the twin lenses of history and mode of acquisition. As though in preparation for later action, the varied bibliographic and reference services provided under contract with the Department of Defense are described in a 15-page chapter important to an understanding of the role played by the federal government in scientific research during the post-war period.—*Donald Coney, University of California Library (Berkeley)*.

Audio-Visual Instruction

Audio-Visual Instruction in Library Education. By Irving Lieberman. New York: School of Library Service, Columbia University, 1955. 213 p. Mimeographed. \$2.

This doctoral research study is based on an analysis of literature in the field, a survey of current practice, and an experimental program of audio-visual education at the School of Librarianship of the University of California, and is presented primarily as a report to library schools. The report has as much significance, however, for libraries as for training institutions, both in its survey of current opinion and practice and in its recommendations.

Lieberman summarizes the 1952 ACRL study of "Audio-Visual Services in Colleges and Universities in the United States," as well as reporting his own questionnaire study of the audio-visual programs in 29 academic institutions. The ACRL study builds a good picture of the possibilities in an Audio-Visual Service Center in an academic institution. At the same time, this study underscores the fact that the strong academic library A-V program still must surmount a high philosophic hurdle to reach general acceptance. Lieberman does not discuss the alternatives to the academic library A-V service, and this remains for future analysis elsewhere.

Lieberman's opinion canvass among academic librarians centers on the qualifications in the A-V area which library schools should develop in the inexperienced library school student. Significant here is the stress the 29 (unnamed) academic librarians have placed on the staff's knowledge of sources of materials, ability to select and evaluate, organize and administer collections of films, filmstrips, slides, and phonograph recordings. Marked as this emphasis is in the "profile of demand for training," the demand by academic librarians is reported here as consistently weaker than the similar demands by school librarians, whose faculty members are skilled in the use of A-V materials for classroom use. The close link between curriculum methods and library functions underscores the challenge to academic librarians to interpret to faculty the potential value of A-V materials, Lieberman says.

Analysis of library education in the A-V field finds only four library schools in 1953-54 doing a "good" or "excellent" program. The overwhelming number of schools, by Lieberman's standards, have a "fair" or "poor" program that includes an introductory course available on campus and provision of "some

integration" of instruction in A-V materials and their use in the basic courses. Details on several excellent library school A-V programs provide a clear picture of the desirable curricular structure for A-V instruction: a strong audio-visual course structure plus a highly integrated instruction in A-V materials, their organization and use, throughout the library school curriculum. All this serves, in a sense, as preface to the full description of how this was achieved in the program at the School of Librarianship, University of California, as developed by Dr. Lieberman. The details of curriculum, the program of in-service workshops for practicing librarians, and the wealth of classroom projects and materials included in the appendix of the report—all provide a sound picture of a full A-V program in library education.

While recognizing the reluctance of a segment of the library profession to assume responsibilities in the uncharted waters of A-V, Dr. Lieberman's basic philosophy for academic, public, and school libraries includes as essential the responsibility for acquiring, organizing, administering, and stimulating use of all materials that record man's thought. He asks librarians to accept A-V materials as "normal" and to train library school students to provide and use them with an ease equal to that with which they serve readers with books.

This study cannot, of course, provide final answers to many of the problems for which it proposes tentative solutions. But the wealth of suggestion for library education and the broad picture of current A-V practice in public, school, and academic libraries makes this a valuable report for us now.—Margaret E. Monroe, *Graduate School of Library Service, Rutgers University.*

Microrecording

Microrecording: Industrial and Library Applications. By Chester M. Lewis and William H. Offenhauser. New York: Interscience Publishers [1956]. 456p. \$8.50.

It is now almost fifteen years since Herman H. Fussler's *Photographic Reproduction for Libraries* was published. A lot has been written about microphotography in that period, but most of this has appeared as short articles in a widely scattered body of literature. It is

high time that a book appeared which would try to pull together much of the information published since 1942. This volume by Chester Lewis, chief librarian of the *New York Times* and past president of the Special Libraries Association, and William Offenhauser, consultant on photography and author of *16 mm Sound Motion Pictures*, is such an attempt. Whereas Fussler's book is frankly aimed at administrative librarians, this volume is directed primarily towards industrial users and only secondarily towards librarians.

The first two chapters deal with the increasingly important problem of record retention. Libraries share with business and industry the threat of being smothered in a flood of paper records. After considering the business and legal requirements for record retention, the authors propose microrecording as one possible solution to the problem, realizing that it is not the only answer, and suggesting criteria for its choice. Then follow a review of the various forms which microrecords have taken and a table of costs of microfilming operations.

The chapters following cover the materials and equipment for microrecording. These include: film, cameras, processing, projection, enlargement and reading machines. There are a number of tables listing the equipment available at the time this book went to press. These are as complete as is possible with such a changeable subject. Generally speaking, these tables are perhaps a little easier to understand than those found in the F.I.D. *Manual on Document Reproduction and Selection*, though they do not have the possibility for frequent revision and supplementation of that publication.

The last two chapters deal with information classification and retrieval by microphotography, and with storage. There are many illustrations throughout the book and numerous instances where pertinent information has been abstracted and reprinted from other publications. Bibliographies follow each chapter. These could have been arranged a little better, and some items seem to have been pulled in without much thought of their relevance.

The appendices to this volume are worth the price of the whole publication. The first deals with recommendations for record retention and the legality of microfilmed rec-