

and other pertinent facts about 154 translators in the United States.

Part 2, "Pools of translations," lists services, size, scope, languages, subject fields, and index publications for 42 translation pools throughout the world.

Part 3, "Bibliographies of translations," cites 83 published bibliographies of translations and includes an informative abstract for each entry.

A geographical-subject-language index with cross references is included, together with two appendixes: "Other services offered by translators" (that is, abstracting, photocopying, editing, searching, and so forth) and "Publishers of bibliographies" (which gives the mailing addresses of the publishers of bibliographies listed in part 3).

The value of this guide would be enhanced by inclusion of qualitative evaluations of the translations produced by individual translators or organizations—perhaps in the form of ratings similar to the movie evaluations that appear in *Consumer Reports*.

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**Radiographic Atlas of Skeletal Development of the Hand and Wrist.** William Walter Greulich and S. Idell Pyle. Stanford University Press, Stanford, Calif.; Oxford University Press, London, ed. 2, 1959. xvi+256 pp. Illus. \$15.

The Greulich-Pyle *Atlas*, now in its second edition, has become a classic in its field. Regarded as indispensable to pediatricians and radiologists, the *Atlas* is also an important reference volume for general practitioners, experimental investigators, and students of skeletal development, generally.

The quality of reproduction of the plates in this edition surpasses even that of the handsome first edition. Several new standards have been introduced, so that in the current edition no unduly long intervals occur in the presentation of the developmental sequence. Revision of the section entitled "Maturity indicators" has been accomplished with the utmost clarity. In the developmental line graphs (skeletal versus chronologic age), the range of standard deviation, based on the normal population studied, may be appreciated more readily than as presented in the first edition. Convenient scales are included on both the vertical and horizontal coordinates of the devel-

opmental line graphs. The valuable tables for predicting adult height from skeletal age, by Bayley and Pinneau, which had been revised for use with the Greulich-Pyle hand standards, have been included in the second edition.

The *Atlas* stands as a proud memorial to the much beloved, highly esteemed professor T. Wingate Todd.

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**College Testing.** A guide to practices and programs. Prepared by the Committee on Measurement and Evaluation of the American Council on Education. The Council, Washington, D.C., 1959. 189 pp. \$3.

*College Testing*, prepared by the Committee on Measurement and Evaluation of the American Council on Education, is intended for study and use by college teachers and administrators. Part 1 deals with the role and administration of measurement programs in college and discusses the use of tests in the admission of students, the placement of students in courses, educational counseling, the evaluation of student performance in courses, and general institutional evaluation. Part 2 describes the testing programs found at seven representative colleges and universities: Chatham College, the College of the University of Chicago, Dartmouth College, College of Arts and Sciences of the University of Louisville, the Counseling Bureau of the University of Minnesota, Pasadena City College, and San Francisco State College.

The aim of the Committee on Measurement and Evaluation was to write a statement on college testing which would be understandable and useful to the college teacher and administrator not trained in educational and psychological measurement. The authors hold the view that many tests and evaluation instruments are receiving less attention than they deserve, because many college teachers and administrators are unaware of their existence, their applicability, or their range of utility. *College Testing* is designed to give a minimum of background information about testing and a description of ways in which some institutions are using tests and, perhaps most important, to provide a stimulus to seek further information about testing. The committee is to be commended on its success in achieving this goal.

It is difficult to write a statement of the kind which is attempted in *College Testing*. The reader who knows a good deal about testing may be inclined to say that he is already well versed in what is said about tests in this publication; the person with no background in testing may feel that he isn't quite well enough prepared to read the statement with full comprehension. I believe that the statement will be of maximum usefulness in a faculty seminar on testing, led by a specialist in this field.

It seems to me that the usefulness of the book would have been enhanced by the inclusion in part 1 of more illustrative data. Such data are included only in connection with the analysis of test scores. The use of similar illustrative data in the discussion of other topics would have helped to clarify certain concepts and the application of test results to specific situations. The usefulness of tests in educational research could also have been given more emphasis.

In the years immediately ahead, with the ever-increasing enrollments that are predicted, more and more tests will be used on the college campus. *College Testing* should provide a helpful starting point for faculty members, administrators, and test specialists to begin discussions of testing problems on a particular campus.

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**One Great Society.** Humane learning in the United States. Howard Mumford Jones. Harcourt, Brace, New York, 1959. xiii + 241 pp. \$4.50.

This is an important book, written by just the right man, about a subject of fundamental national concern, and at a critical moment in the development of our country. Dealing authoritatively with our cultural heritage, the present state of our national values, and, by implication, with our readiness to play a mature role in helping to fashion tomorrow's world, this work deserves the attention of all thoughtful Americans.

This book, by a dean of American humanists, constitutes a brilliant course on the humanities. With his usual deftness Howard Mumford Jones disperses, by the use of clear definition and apt illustration, the vagueness which often surrounds terms such as *culture* and *humanities*. Good humanist that he is, he elucidates such values as respect for information coupled with skill in using it;