petent compilation of effects of drugs on behavior is the first in English, and the methods of analysis will be useful should this promising field expand. As the authors correctly state, a much better understanding of normal web-building behavior is needed before these potentially exciting results will yield much information on mechanisms of drug action. The major weakness of this book, however, is its poor treatment of normal behavior. The chapter on various types of webs is scanty and flounders on misunderstandings of evolutionary pressures. The lack of understanding of the possible effects of evolution also results in failure to concentrate on important issues in other discussions. For instance, no consideration is given to the possibility that differences in web patterns of spiders of different ages result from different selective pressures on the different-sized spiders rather than from their differences in size and weight. The chapter on web-building behavior is often vague and generally (with exceptions) fails to focus on important issues.

The figures range from adequate to poor, the worst being a photograph of an obviously damaged web (fig. 8) supposedly illustrating the typical pattern of *Araneus sericatus*, and an oversimplified colored diagram of spider anatomy.

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Learning Resource

Museums and Education. Papers from a conference, Burlington, Vt., 1966. ERIC LARRABEE, Ed. Smithsonian Institution Press, Washington, D.C., 1968 (distributor, Random House, New York). viii + 255 pp. $6.50. Smithsonian Publication 4721.

The Smithsonian Institution commissioned 15 papers and invited some 40 museum professionals, educators, government administrators, foundation representatives, and others to participate in a conference held in August 1966 at the University of Vermont. This volume consists of the papers as well as a "summary of the proceedings" containing quotations from the debate in which the conferees participated and the reports of three "work groups" into which the participants were divided during a part of the conference period.

Eric Larrabee wrote a summary of the conference in addition to serving as editor for the publication.

The objectives of the conference were to survey the existing relationships between museums and formal education, to consider possible means of involving museums to a greater degree and more effectively in the educational structure, and to formulate proposals for research on various aspects of museums and education and their interrelationships.

The papers are presented under the general headings of Dimensions and Approach; The Existing Situation; Reasons for Concern; Methods of Presentation and Analysis; Kinds of Museums: Youth, Art, History, Science; and A Look at the Future.

To aid them in their deliberations the Smithsonian representatives provided the work groups with the following questions: What are some of the special advantages of museums for education? Are museums capable of an expanded role in organized, formal education? If so, what are the principal arguments for and against? If the role were accepted, what should or would the broad social consequences be? How might such an expanded role be fulfilled in a specific instance? What structural changes would be required in museum or educational organization? What would you want to learn about museums and education through research?

In his summary Larrabee points out, "First of all, the subject for consideration was forbiddingly open ended, made up as it was of two topics either of which alone could have preoccupied an even less articulate group for an even longer period of time. As it was, the pairing of Museums with Education tended to raise, all too quickly, the questions: 'What is a Museum? What is Education?' and to lead discussion aside into a search for fundamental definitions. It may well be true, as Dr. David Abbey was forcefully to argue, that without some theory of learning one is powerless to examine museums in their educational role, but to have asked an assembly of such disparate people as these to agree upon any such theory would have been a quixotic endeavor."

Elsewhere in his summary he says, "Another source of frustration was the fact that the assembly represented such contrasting degrees of familiarity with the problems it was to engage. Since one of the objects in view was to bring museum professionals together with educators and others of similar concerns, it was nearly inevitable that people who were considering the question of museum education for literally the first time in their lives would find themselves in the same room with others who had devoted their entire professional careers to it."

Nevertheless, the papers, frequently provocative or imaginative, are well worth publishing in book form, as is S. Dillon Ripley's reminiscent introduction. The volume contains much of importance to those involved in upgrading both our schools and our museums and in bringing about closer collaboration between them.

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Data-Gathering Agency

The Bureau of Labor Statistics. EWAN CLAGUE. Praeger, New York, 1968. xvi + 272 pp., illus. $6.95. Praeger Library of U.S. Government Departments and Agencies, No. 13.

The history of the United States Bureau of Labor Statistics makes for interesting and informative reading. There is no one better qualified to write it than Ewan Clague, who served with distinction as its commissioner for 20 years (1946–1965).

The Bureau has had its present title since it became a part of the newly created Department of Labor in 1913, but it had its inception in the Interior Department in 1885 as the Bureau of Labor, under a Commissioner of Labor. In the act establishing it Congress declared its function to be to "collect information upon the subject of labor, its relation to capital, the hours of labor, and the earnings of laboring men and women, and the means of promoting their material, social, intellectual and moral prosperity."

The selection of Carroll D. Wright as the first commissioner was propitious for the molding of the Bureau into the nonpartisan, research-oriented organization that it is today. Wright's ability to conduct unbiased and imaginative research won him (and the Bureau) widespread Congressional support. His 20-year tenure established the tone and aura of a highly respected, well-structured research organization. The Bureau has consistently performed