

brary Association. The final decision of selection is left to the training college.

The entire study communicates a general quality of conservatism and limitation of viewpoint that is surely not characteristic of British librarianship. It is certainly in contrast with the contemporary library philosophy explicit in R. L. Collison's *Progress in Library Science, 1965* (Washington, D.C.: Butterworth Inc., 1965). The only equivalent to the Furlong work on this side of the ocean is G. R. Lyle's *The Administration of The College Library* (3d ed., New York: The H. W. Wilson Company, 1961). The training college staff will find much that is useful in Lyle, particularly his chapter on the "Interpretation of College Library Service," and in his references to paperback books. Serious students of the college library should add *Library Practice for Colleges of Education* to their personal reading lists.—*Sidney Forman, Teachers College, Columbia University.*

Bibliotheca Medica: Physician for Tomorrow; Dedication of the Countway Library of Medicine, May 26 & 27, 1965.

Ed. by David McCord. Boston: published for the Harvard Medical School, 1966. 248 p.

On the evidence of this book, the dedication of the Countway library of medicine in May 1965 was an enormously happy, wonderful, and rewarding occasion. Here we have the addresses on medical history and library technology, along with the dedicatory incantations, which graced the exercises inaugurating the fine new library structure housing the combined collections of the Harvard medical library and the Boston medical library.

This is, almost inevitably, a miscellany. What holds the whole thing together, beautifully, is the underlying humane wisdom of all the participants, their wit, their urbanity, their learning worn so lightly. This is further cemented, in the book, by the exemplary editorial efforts of David McCord, who furnishes continuity and gives the reader the sense of having heard the words spoken. Finally, the physical book here for once matches the feeling of its contents; the Anthoensen press has given us a fine piece of craftsmanship.

Oswei Temkin, Dickinson W. Richards, George Corner, and Lloyd Stevenson discuss aspects of medical history; Herbert Menzell, Ralph Esterquest, Martin Cummings, Mortimer Taube, and Raynard Swank discuss aspects of library technology. Menzel sets forth some tentative conclusions and some speculations which may be drawn from the user studies he has long been engaged in. Esterquest describes straightforwardly and honestly some of the hopes and beliefs and fears that were particularly his on this proud occasion. Cummings speaks of inter-library cooperation, of the old days and of the present day, and gives some fascinating statistics on NLM services. The essay by Taube, of a somewhat metaphysical kind, is brilliant; it demonstrates again his powers of insight, and his capacity for clarity in description; there is a terrible poignancy in realizing that this was to be his last major public contribution prior to his untimely death a few months later. The following essay by Swank (with Robert M. Hayes) is excellent; in major part a response to Taube's remarks, it proves that a constructive critique can be as interesting, and far more useful, than the intemperate arguments which unfortunately are more familiar to us.

Archibald MacLeish sets the final runic stone in place, as he speaks of "man in his old condition as man, man with his wonder on him." These essays, and their embodiment in this book, fittingly exemplify the aspirations and auspicious rebirth of a great medical library.—*Frank B. Rogers, M.D., University of Colorado.*

Conference on the Use of Printed and Audio-Visual Materials for Instructional Purposes [Final Report]. Prepared by Maurice F. Tauber and Irlene Roemer Stephens. New York: School of Library Service, Columbia University, 1966. xii, 241 p. \$3.

On November 22 and 23, 1965, a conference concerned with materials used for instructional purposes, as indicated in the title above, was convened at the school of library service, Columbia University. Supported as Title VII project, B 546, through the Office of Education, U.S. Department of